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AUTHOR	Cohen, David
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ABSTRACT

The Institute held at Queens College was designed to contribute to the improvement of library services to children and young adults with minority group orientation and/or socially disadvantaged status. The focus was upon providing better materials for Black, Indian, Mexican, Oriental and Puerto Rican Americans by improving the ability of librarians, publishers, writers, editors and teachers to meet more effectively the recognized important information needs of these minority groups. This Institute represented the first time that the subject of the treatment of more than one of the minority groups in library media was to be examined systematically and in depth by a group of experienced librarians from all over the country. Various technical and administrative aspects of the Institute are evaluated in this narrative report. Contained in the appendices are: rosters of participants, consultants and the advisory committee; feedback data from the participants in tabular form; evaluator's reports on Library Services to the Spanish and Library Materials for Minority Groups; and publicity releases on the Institute. (LI 004 152 contains related material.) (Author/SJ)

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NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR: Creation, Selection and Utilization
of Library Materials for Minority Groups

AT: Queens College
Flushing, New York, 11367

DATES: July 3, 1972 - July 28, 1972

SUBMITTED BY: David Cohen

Phone: (212) 445-7500, extension 639

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Introduction

The announcement of an institute on "Creation, Selection and Utilization of Library Materials for Minority Groups" created quite a stir in the library and publishing worlds. This represented the first time that the subject of the treatment of more than one of the minority groups in library media was to be examined systematically and in depth by a group of experienced librarians from all over the country. The exposure of the problems of the five minority groups requiring our utmost attention at the time was intended to sensitize our librarians both to the commonalty and diversity of the groups under consideration. At the same time, by bringing together librarians with experience in the field, an opportunity was provided for an exchange of ideas and information vitally necessary to the participants and staff for a more realistic appraisal of the problems at hand as well as possible solutions.

The important question of how library services at this time were utilizing available materials in helping minority groups come into their own had to be answered. Some feedback from the field was necessary to hear reports about successful library programs which were making effective use of multi-ethnic media in reaching patrons in the community. Closely related to this area of great concern was the need to gather information on what impact was being made on our children by the flood of materials produced by the publishing world intended to give us all new insights into the development of positive identities among the Asian Americans, Black Americans, Mexican Americans, Native Americans and Puerto Rican Americans.

In all of these prospective deliberations it was believed that a useful purpose would be served in assessing any progress made in this area during the last seven or eight years and developing a new set of criteria and guidelines (in terms of a direct examination of the media at hand) that would be both provocative and useful to the library and publishing worlds. For this reason, it was planned to tape the proceedings of the institute , in order to examine the final transcript for findings worthy of being broadcast to the world outside. The institute itself provided the participants with an opportunity to meet with and confront representatives of the publishing world with some of the findings bound to be uncovered in these deliberations.

In order to give the institute staff some broader vision into the problem, an advisory committee was constituted during the preparatory period. The purpose was to reach a broad representation from the community, the library field, publishing world and organizations that had made a specialty of the problem at hand. Questions of curriculum content and selection of participants were discussed at great length at several meetings of the advisory committee. Many useful suggestions were made and cheerfully accepted by the institute staff. We are indeed grateful to the members of the Advisory Committee for their contribution of time and thought to our institute program design. (See the Appendix for the roster of our Advisory Committee.)

It is important to point out that the institute program, from its inception, was given active encouragement and vital support by Mr. Frank Stevens of the U.S. Office of Education. The implementation of the idea and the grant application was made possible by the intensive involvement of Dr. Morris A. Gelfand, Chairman, Library Science Department, Queens College in submitting the proposal to the Office of Education. We are also indebted to Dr. Hardy Franklin, the Associate Director, for his able assistance in the preparation and conduct of the institute. We were fortunate in having Mrs. Binnie Tate, a part-time instructor from the University of Wisconsin at Milwaukee Library School who was highly rated by the participants. Last, but not least, we want to thank our administrative assistant, Mrs. Esther Surovell, for her outstanding contribution in helping to organize the institute and keeping it on an even keel.

RELATIONS WITH USOE

The interest manifested by the various USOE officials responsible for approving the institute grant contributed in no small measure to a more successful operation of our proceedings. Communication was quite satisfactory without too much frustration generally associated with government bureaucracy. We are especially grateful to Mr. Frank Stevens for his participation in our opening day program. He was able to bring home to our participants vital information about the availability of Federal grants for libraries contingent on the current priorities for helping minority groups and/or the disadvantaged.

Perhaps we didn't communicate as often as we should have in trying to resolve some of our problems. We do know that when we needed help it was available. The request for the extension of our grant expiration date from September 30, 1972, to December 31, 1972, was recently approved by the Grants Office. While there was some delay in the response, we are deeply grateful for this action which will enable us to prepare a viable publication of our proceedings within a reasonable span of time.

RELATIONS WITH QUEENS COLLEGE ADMINISTRATION

The Queens College administration has shown an abiding interest in the institute proceedings. Whenever problems were raised or direct requests for information and assistance were made, there was a disposition to be helpful and useful. Dealings with the Publicity and Editorial Departments, Audio-Visual Department, the Library, Photocopying Services, the Grants Office, were most satisfactory in providing necessary services. It is true that the staff had to be most resourceful in seeking out the avenues of possible service to the institute. Suffice to say that the experience gained in soliciting help from the Queens College administration had a positive impact on the institute before, during and after the proceedings were consummated on July 28, 1972.

PRE-INSTITUTE PREPARATIONS

It was apparent once the institute preparation period commenced on Feb. 1, 1972, that publicity and promotional materials had to be ready almost immediately in order to solicit and process applications and make final selections by April 1, 1972. Subsequently, that date had to be extended to April 15, 1972, in order to accomodate all mailings, applications and final notification of the participants. As far as coverage in professional library journals, at least six weeks advance publicity is necessary for the widest possible national coverage with plenty of time for prospective participants to make up their minds about filing applications. It is the feeling of the staff that January 1, 1972, might have been a better time to start working and getting out the necessary information to the profession.

As far as the calibre of the participants, we were determined to recruit the most experienced people in the field, and so we asked for a second degree as well as at least three years of professional library experience. The purpose was obvious--to gather from the field practical information concerning materials and services relevant to minority groups. These criteria served to severely limit the number of possible applicants who with less experience and education may have benefited from the institute proceedings in the contact with more experienced colleagues. By the same token, they might also have raised more provocative questions concerning the use of minority materials on their jobs which would have been a challenge to the other institute participants.

In retrospect, future institutes with similar goals would do well to recruit interested and committed professionals first coming into the field, as well as school and public librarians who already have some limited experience. At these levels of experience there is likely to be more enthusiasm in discovering new approaches and findings in dealing with library materials for minority groups. More sophisticated and experienced librarians tend to reflect either a know-it-all attitude or show-me-if-you-can attitude.

In making the final selections, it would have been useful to have had personal interviews. Since the applicants came from all over the country, it would have been necessary to have arranged for such interviews by personnel from the particular local area. Face to face exchange may reveal qualities of the person which are not clearly represented in the application and/or the letters of reference.

In a group such as ours, it was important to recruit a plausible ethnic mix. That was very difficult to achieve without a more direct way of asking for direct representatives of each ethnic group to be considered. It was only possible for us, as late as the AIA conference, to recruit a qualified American Indian librarian. We could have benefited from having more librarians with Mexican-American and Puerto Rican backgrounds. The actual multi-ethnic mix in the group is reflected in the following Tables for both applicants and participants:

TABLE A

Institute Participants

Total Number	- 30
Male	3
Female	27

Ethnic Background

American Indian
Black
Chicano
Chinese-American
Cuban
Japanese-American
Puerto Rican
White

States Represented

California		4
Georgia		2
Illinois		1
Maryland		2
Nebraska		1
New Mexico		1
New York		9
Brooklyn	3	
Bronx	1	
Manhattan	3	
Nassau	1	
Queens	1	
Ohio		1
Oregon		1
Pennsylvania(Phila)		1
Tennessee		2
Utah		2
Virginia		1
Washington		2

Type of Libraries in which participants work

College	2
Public	15
School	12
State	1

Of the 30 participants selected the overwhelming majority were female (27). The ethnic composition, as shown in Table A, revealed that there were 12 Blacks, 11 Whites, 2 Chicanos and one each of the remaining ethnic groups. There were more public libraries represented than public school or college. The New York region, as expected, was represented by nine individuals with California being the only other area with more than two representatives.

TABLE B

Applications Received

Total Number	123
Female	97
Male	26

Ethnic Background

American Indian	1
Black	48
Chicano	2
Chinese-American	1
Cuban	1
Japanese-American	1
Korean	1
Puerto Rican	1
White	68

States Represented

Alabama	2	Michigan	2
Arizona	1	Missouri	2
California	10	Nebraska	1
Colorado	1	New Jersey	3
Connecticut	1	New Mexico	2
D. C.	1	New York	56
Florida	4	Ohio	3
Georgia	3	Oregon	1
Idaho	1	Pennsylvania	1
Illinois	3	Rhode Island	1
Indiana	1	Tennessee	2
Kentucky	2	Texas	1
Louisiana	2	Utah	4
Maryland	4	Virginia	2
Massachusetts	2	Washington	4

Type of Libraries in which applicants work

College	14
Public	36
School	66
Other	7

As can be seen from Table B, applications were received from 30 states, but almost half of the applicants were from New York. A large percentage of the applicants (48) were Black, and the majority of the applicants (66) worked in school libraries.

ORIENTATION OF PARTICIPANTS

Mailings to the participants for purposes of orientation included:

1. Outline of the institute curriculum.
2. Complete bibliography of bibliographies dealing with multi-ethnic media developed by the AASL Committees on Treatment of Minorities in Library Materials.
3. Annotated list of background materials for each minority group to be examined in advance by each participant.
4. Schedule and program.
5. Information on housing.
6. Congratulatory letter of acceptance of the participant.
7. Request to each participant to bring relevant materials from the field or suggest items of particular value.
8. Letter of instructions on how to reach our headquarters on the Queens College campus.

Organization day, July 3, 1972, was spent with a view to developing a thorough understanding of the institute's goals and objectives. After the Director and Associate Director introduced themselves and indicated their professional connections with the problems to be examined by the institute, each participant told of his or her background in relation to services and media for minority groups.

The morning was spent in assessing the publication of minority materials reflecting advances for some groups, e.g., Blacks, and little or no advances for American Indians, Asian Americans, etc. It was during this phase of the orientation that a proposal for organizing the group into task forces dealing with each ethnic group was thoroughly discussed. There was some difference of opinion expressed about the particular format. Some preferred contentration on problems that cut across the five ethnic groups to be considered, e.g., racism, controversial books, impact, etc. The participants finally agreed to the task force idea dealing with each ethnic group on condition that the major problems would not be slighted. It was understood that each group would have the widest latitude in developing criteria and guidelines for the evaluation of the materials available in the institute library. Through the technique of having individuals make first and second choices, the groups were finally constituted, although not without some reservation that something was going to be missed by being in one group rather than another.

Materials were given out dealing with various sets of criteria to be examined thoroughly and perhaps refined in terms of the actual materials analyzed. It was during this presentation that the general tone was set for making the most of the twenty working days of the institute, so that the findings would be worth disseminating to the profession as a whole. An intensive job had to be done with staff and participants very deeply involved in a full-time operation.

PHYSICAL FACILITIES

Fortunately, the setting of the institute was in a brand new, air-conditioned building. We occupied the entire second floor with access by elevator. Ample space was provided for our daily discussion, meetings with consultants and resource personnel and deliberations in task force groups. We were able to operate a small media center for the active use of the participants with very efficient secretarial and photo-copying services.

While there was some complaint about sitting too long in a classroom without windows to the world outside, during lunch and breaks in the proceedings, a very cheerful staff lounge was available for relaxation and more private exchanges of small talk. Of course, the lounge could have been larger, so as to accommodate more people at one time, but it served a useful purpose nevertheless, under these circumstances.

The one major complaint dealt with the housing facilities which were recommended by staff since the necessary dormitories on campus were not available. First, the participants had to choose housing which was very expensive to be close by, with transportation to the college taking about 15 or 20 minutes. The less expensive housing was available in dormitories at New York University, but traveling from the dormitories to the college required a subway ride and bus trip that took at least one hour door to door. The accommodations here were not as clean nor as comfortable as the staff had been led to believe. During the first few days of the institute there were many individual problems of adjustment in the living arrangements. One participant was so upset that she left on the second day without notifying the staff. However, by the end of the first week, efforts of the staff in helping the participants change accommodations, adjust to ones they had, or switch roommates resulted in a much calmer atmosphere.

The experience involved in housing leads to the conclusion that a more desirable arrangement would have been:

1. Holding the institute on a campus which had dormitory facilities.
2. Housing all the participants in one facility within walking distance of the campus.
3. Making funds available in the Grant to provide housing so that inequities based on personal economic circumstances of individual participants would be eliminated.

FIELD TRIPS, LAB WORK, PRACTICA

Field trips were particularly successful. Not only were the participants asking about and looking for opportunities to visit library facilities in the New York area but specific provision was made in the program to discuss library services to minority groups, e.g., Blacks and Puerto Ricans, and visit key places in the City such as the Countee Cullen Branch and Schomburg Collection, North Manhattan Project, New York Public Library, the Hunts Point Branch, South Bronx Project, and the Langston Hughes Community Library and Cultural Center in Corona, New York. This latter facility produced the most intense interest and discussion because of its possible use as a prototype of a community-centered, community-controlled library facility.

The participants also had the unique opportunity of previewing, at the studios of Twentieth Century Fox, two important films directly related to our deliberations, i.e., Sounder and When the Legends Die. The participants were then asked for their evaluative judgment by the representatives of the producer. The point was made several times during the institute that more librarians should let producers and publishers know in writing how their end-product fails to measure up to the needs of minority groups. Here was provided a practical opportunity (at the showing of the film) for voicing their judgment on a printed form provided for such purposes.

In the course of the meetings of each task force covering the five minority groups, there were opportunities for previewing print and non-print media which made up the institute library. Thus, it was possible to give each participant some practical experience in evaluation techniques in relation to proposed criteria and guidelines for judging multi-ethnic media. Not enough of their activity was precisely structured so as to guarantee a substantial slot of time devoted to evaluation of materials. Some of the participants felt that while there was enough print material to keep them busy, the selection of audiovisual materials was not adequate in quantity or diversity.

PARTICIPANT COMMUNICATION WITH DIRECTOR AND STAFF

The methods of communication between the participants and the director and staff during the institute included:

a. Direct oral presentation at the opening of each day's session for making announcements, giving information and asking for questions or comments.

b. Written communication for outlining the more precise activity expected from the participants as individuals or as members of the respective ethnic task forces. In the final week it was necessary to use the written communication with respect to the plans for each day, the schedule of reporting by each task force and a schedule of reports due from each participant.

c. Each day a feedback sheet developed by a Feedback Committee, composed of institute members, was provided for each participant to react to the day's proceedings.

d. Communication with staff on an individual basis was facilitated by the availability of staff during breaks in the day's proceedings. However, not all the participants brought their problems freely to the staff, so that it was not always possible to help them. Socialization and fraternization were encouraged during the lunch period by a cooperative food arrangement for participants and staff. At the end of each week, on Friday afternoon, a programmed "happy hour" served as a means of relaxation and informal communication between participants and staff.

Despite our special effort in this direction, we know that some participants were not being reached to the fullest extent. Some participants resisted more intense involvement in the work of the institute. Perhaps what was needed was a series of special conferences with each individual participant and staff so as to guarantee the best possible level of communication.

FULL-TIME AND PART-TIME STAFF

During the period of preparation, from Feb. 1, 1972, to June 30, 1972, the Director, the Associate Director and the Administrative Assistant followed a part-time schedule which amounted to one-third of an instructional program for teaching personnel and a half-time program for the Administrative Assistant.

Once the institute commenced on July 3, 1972, the above personnel operated on a full-time basis, which meant 9 to 5 every day. The instructor who covered the week on "Library Resources for Disadvantaged Minorities," taught full-time just for that week. The original plan included an instructor for the four weeks with responsibility for library resources, but this person was not available at all. The person who was finally recruited to do the job came only for one full week. The responsibility for complete coverage of the Library Resources was shared by the full-time staff.

During the institute proceedings, we were assisted by a full-time librarian and an audio-visual assistant who helped with various and sundry jobs, including taping, photocopying and typing.

The part-time staff consisted of a photographer and numerous typists who helped with the transcription of the proceedings from a whole series of cassette tapes. Use of a commercial transcription agency for this work would have resulted in a more consistent product, but because of the large volume of work, it was feared that commercial agency would not complete the typing within the time limit.

In our judgment, a third full time member of the instructional staff, in addition to the Director and Associate Director, both of whom were involved in full-time teaching, would have provided a more useful arrangement for a closer relationship with the participants in their work of evaluating materials.

REGULAR FACULTY VS. VISITING FACULTY

The Associate Director was selected from the regular faculty, the Director came as a visiting adjunct associate professor and the part-time instructor dealing with library resources came from the University of Wisconsin. Each of these teachers was selected for special experience in dealing with library materials and services for minority groups. The planning and followup on the grant proposal was carried out by the Chairman of the Library Science Department in collaboration with the person who was subsequently designated Director of the institute. The working arrangements and cooperation between regular faculty and visiting faculty seemed quite satisfactory.

ALL OTHER LECTURERS OR CONSULTANTS

All told there were 33 lecturers and consultants. They made an impact on the participants of varying degrees. Some were more appealing than others. Some made their presentation more telling than the others. Some were better prepared than others. Some made formal presentations while others were thoroughly informal.

The participants showed great interest and reacted with many questions and much discussion during the presentation of the consultants. Naturally, some were received more warmly than others. For example, the consultant on Puerto Rican cultural heritage and appropriate materials took over the group completely with her charming and ebullient manner. However, the expert on the Mexican-American, or Chicano, heritage was considered hostile because of her militant presentation. At least one other militant made a presentation on the need for political understanding and solution to the problem of building community library services that was somewhat overwhelming but well-received by most of the participants.

The Asian-American contingent of consultants aroused the most sympathy from the participants who proceeded to advise them on the tactics of getting bigger budgets for Chinese and Japanese language materials. The consultants dealing with the culture and publications relating to the American Indian were also well received. Recommended sources of information and titles of children's books dealing creatively with Native Americans aroused a great deal of discussion relating to criteria for judging the merits of ethnic materials. Consensus here was that more ethnic writers are needed to tell the true story of their ethnic groups.

One measure of judging the effectiveness of these consultants is the evidence of almost unanimous testimony that the institute served to increase and heighten the sensitivity of all participants to the needs, aspirations and the cultural heritage of the five ethnic groups under discussion here.

UNIQUE FEATURES OF THE INSTITUTE

Some of the unique features of the institute were the following:

a. Participants were recruited from all over the country, i.e., experienced school and public librarians among whom were representatives from the five ethnic groups given special attention in the institute. For example, we had among us one American Indian, one Chinese American, one Japanese American, one Puerto Rican American, One Cuban American, two Mexican Americans and fourteen Black Americans. The balance included nine white Americans, making a total of thirty participants.

b. As far as we know, this was the first institute to examine the progress in making available print and non-print materials dealing with minority groups since attention was focused on the problem in 1965* and 1966**.

c. Utilization of materials and their possible impact were examined in relation to the improvement of library services to minorities.

d. Emphasis on the culture of ethnicity brought new insight into the special problems requiring attention in the production and selection of media for each ethnic group.

USE OF NEW MATERIALS

A full day's session was devoted to viewing a wide variety of films dealing with minority subjects. Two film consultants helped generate pro and con discussion about film content and possible film programming. Criteria for selection and evaluation of films were analyzed in relation to each film showing. The experimental films in the group mentioned above show great promise in reflecting sensitivity and avoidance of stereotyping. Library service to minority groups may benefit significantly from the advances made by new film offerings. As one participant put it:

> What particularly interested me was the session on films. . . The film session made me more aware of the various types of films available for minority group children and especially those children who came from another country and speak a different language. I believe I also gained some knowledge with respect to film companies, distribution and the role of the film as an important vehicle of communication . . .

WHAT PARTICIPANTS SAY WAS THE MOST SIGNIFICANT THING THAT HAPPENED TO THEM

Increased sensitivity! It is by and large the unanimous opinion of the participants that they were thoroughly sensitized not only to

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* "The All-White World of Children's Books." Nancy Larrick, Saturday Review, vol. 18, Sept. 11, 1965, pp. 63-65.

** BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES: Hearings before the Ad Hoc Subcommittee on De Facto School Segregation, Committee on Ed. and Labor, House of Representatives, 89th Congress.

the needs of their own ethnic group but all of the other ethnic groups under consideration by the institute.

As the institute proceedings unfolded and we listened to the various consultants talk about their special ethnic background, and as the task forces labored to establish meaningful criteria, it became clear to me and the staff that the most important development in the institute was taking place in the width and breadth of our understanding and compassion for each individual ethnic group and its heritage. Here is a typical comment from a participant:

> It has been four weeks of personal growth in sensitivity, understanding and general awareness of the basic, underlying similarity of problems of all minority groups and a realization that the greatest 'minority' of all in terms of numbers are the people who fail to achieve the same awareness, understanding and sensitivity...

Another participant put it this way:

> But perhaps one of the most important things I gained from the institute was deeper sensitivity to the needs of other people. Although I knew racism existed in our society and I had read the Kerner Commission Report, I did not realize it was so real and blatant. Nor did I realize the effect it has on materials until I became involved in the institute.

WHAT PARTICIPANTS WILL DO WHEN THEY RETURN TO THEIR COMMUNITIES

Comments from participants along these lines include:

> Will use cultural workshops back home to provide colleagues with better insight into ethnic groups.
>
> The many and varied uses of paperbacks and bookmobiles may help to stimulate some changes in our local programs.
>
> Field trips, such as the visit to Langston Hughes Library sparked several ideas in relation to community involvement and simplification of technical processes in libraries.
>
> Involve community people in book selection.
>
> All the speakers convinced me that we must be more critical of materials than we have been in the past, while still allowing people to choose their own reading matter.

I plan to use film more, as a direct result of the institute, both as training media for the staff and also with the public.

My priority will be to establish a toy-lending library as a phase of a pre-school reading motivation program.

In the Black Collection of Atlanta Public Library I plan to begin an immediate program to re-evaluate the collection as it relates to the new criteria developed in the Black Task Force.

Presently, I am under great pressure to produce a multi-ethnic bibliography for county use. The institute has blown my project after hearing so much about good and bad materials.

Plans to suggest regional meetings and workshops to make librarians more selective in their purchasing and more aware of the need to communicate more directly with publishers.

Workshop already planned on evaluating library materials for minority groups with provision for practice in evaluation of all types of media.

FOLLOW UP ARRANGEMENTS

We promised the participants that there would be a followup by means of several practical devices, as follows:

a. Establishment of an Ad Hoc National Committee on Treatment of Minorities in Library Materials made up of all participants and staff of the Institute with communication to be maintained by a newsletter. Contact with the participants to carry out this proposal will be made in the near future.

b. On or about January 1, 1973, a special communication is planned to go to the participants for a long-term assessment of the experience and findings of the institute, including a report of innovation in selected utilization of materials and library programs and services developed as a result of ideas obtained from the institute proceedings.

c. The SRRT (Social Responsibilities Round Table, ALA) Task Force on Ethnic Materials Information Exchange in planning its activities for 1972/73, is sending a special letter of invitation to each of the participants to join the Task Force and help develop projects dealing with the improvement of ethnic materials and their utilization in schools and libraries. The work of the Task Force is being coordinated by David Cohen and Joan Neumann of the Brooklyn Public Library.

MAJOR STRENGTHS OF THE INSTITUTE

What I consider to be the major strengths of the institute are the following:

a. Intensive examination of the problem of minority materials by an experienced group of thirty (30) school and public librarians from various regions of the country with special knowledge of the needs of minority groups.

b. Availability of a special collection of print and non-print materials dealing with minority groups for direct use and evaluation by the participants in the course of the institute proceedings.

c. The organization of the institute participants into five task force ethnic categories provided the mechanism for: 1) developing criteria and guidelines for publishing quality materials, 2) providing experience in evaluation of materials available in the institute library, 3) examining the approaches to controversial books, and 4) considering the methods of improving library services to the major ethnic groups.

d. The particular selection of consultants and lecturers, together with the panel of editors from the publishing world, served to impress on the participants the progress made in the field of minority materials and the great need for continued vigilance and struggle for a more constant supply of quality materials. Librarians need to make contact with publishers and let them know in no uncertain terms what they think of currently published works. It was agreed that while there has been a great outpouring of Black materials much more has to be done for the Asian American, Mexican American, Native American and the Puerto Rican.

MAJOR WEAKNESSES

Major weaknesses are as follows:

a. As was indicated, the housing arrangements would have been more satisfactory if all the participants had been housed together in a nearby inexpensive facility.

b. The audiovisual collection of materials was not broad enough to include significant examples of the five ethnic groups examined in depth by the institute.

c. More time should have been provided for a panel of minority publishers to present their special approach to publishing minority materials.

d. More time should have been allowed for the refinement of the report from each of the task forces. While each task force presented its report and findings to the group as a whole, there was no time to make changes, additions and subtractions in the light of the group discussion. The reports were uneven in quality and could have been strengthened by another day or two of careful editing.

c. Provision for college credit in lieu of a certificate which was provided may have been more desirable in getting a better response from our participants.

MAJOR PROBLEMS AND SOLUTIONS

Reference has been made to the housing problems in terms of expense and convenience of traveling. During the first week the participants who lived at the Weinstein Dormitory of New York University in downtown New York were highly disconcerted by the unsanitary conditions in the dormitory rooms. One participant checked out on the second day and went back home to Worcester, Mass., without notifying the staff. Several others moved out to other quarters that were more satisfactory. At least one participant complained about her roommate and the expense of living in New York. The others who remained made the best of the situation by doing their own cleaning.

Needless to say, the staff had to do some morale building during the first week of the institute. Personal talks with each of the participants who were dissatisfied helped calm the situation. At the end of the week an informal social was arranged which established a more cheerful, congenial atmosphere.

Resistance to the nine to five schedule developed in the second week. After considerable discussion with the entire group of participants, the schedule was modified to allow more time for individual use of library resources and task force deliberations. The day was terminated at 4:30 P.M. while the break in the middle of the day was changed to conform to the new requirement.

There were some reservations among the participants about the task force organization around each of five ethnic groups. Some felt that this arrangement would not give them sufficient exposure to the problems of each minority group. To meet the objection the task forces reported at least one a week concluding in the final week with a formal exchange of oral and written reports. Further, the impact of the consultants representing the various ethnic groups was considerable. In the three weeks preceding the final week, the participants became thoroughly sensitized to and familiar with the problems of each of the five minority groups. In their final individual reports the participants agreed on this point almost 100%.

One problem was most difficult to handle. Some of the participants would not extend themselves in carrying on the work of the institute. For example, some clearly showed no evidence of any pre-institute reading even though an extensive background list of materials was sent to each participant at least a month before the institute began. Again there was considerable resistance to doing written reports. Many that were turned in were poorly done and not well thought out. For example,

many of the individual reports turned in at the very end were mailed to the participants with a request for careful editing of the paper for possible publication purposes. The response has not only been incomplete, but the job of editing has not been as thorough and careful as we had hoped it would be.

Certificates of satisfactory completion of institute tasks were not mailed to the participants until all their written materials had been sent in. Not all have as yet received their certificates.

The participants were highly enthusiastic about listening to consultants and lecturers and going on trips to innovative library facilities, but they were very reluctant to do written appraisals of their experiences. Participants were reminded on several occasions of the importance of having their opinions in writing. Many did conform but without much enthusiasm.

EVALUATION

Goals. In retrospect, the goals go to the heart of the matter. In another institute the emphasis should be on the less vocal ethnic groups, e.g., Asian-Americans (this terminology is a change from "Oriental"), Mexican-Americans, and the Native Americans. Further, other ethnic groups should be added to the curriculum. Again, the sociological concept of ethnicity should be given in-depth examination.

Appropriateness of grade levels included. The key emphasis was, with good reason, on grades K - 8 with some attention to grades 9 - 12. The pressure and need for materials useful in the early grades motivated most of the participants. However, there should have been more consideration of high school materials and even adult materials if only for the comparative values to be gained from such attention. It is also abundantly clear that we should identify important background materials in the adult area for professional use and for the information of our citizens.

Beginning dates. The dates of the institute were satisfactory, i.e., July 3 to July 28. Despite the holiday on July 4, we started working on July 3, so we could finish on a Friday and make it possible for the participants to go back home on the final weekend. A problem arose with the closing date of applications. Originally, it was April 1, but because publicity, information and mailing brochures were late, the date for applications was moved up to April 15. Applications which came in after the 15th were still given serious consideration.

Preparation of publicity and brochures should have been completed by February 1, which was in fact the date the institute began operation on a part-time basis. We would recommend a January 1st starting time for the preparation of informational materials so that the library press can be notified by Jan. 15, and the brochures can be put into the mail by Feb. 1. This would allow six to eight weeks for receiving applications before April 15.

Optimum Number of Weeks. Based on the hectic pace of the final week of the institute, I would say that a fifth week would have been useful for revising and refining the five task force reports. This would also have provided more time for in-depth individual assessments and planning the follow-up structure.

Participants. In relation to the institute structure and available facilities, thirty participants seemed to be an optimum number under the circumstances. With a modified organization and more attractive room arrangements, perhaps sixty participants could have been accommodated. There is tremendous interest in the subject and it would have been wonderful if we could have accepted many more than thirty participants.

Generally speaking, one from a school district or public library system seems very fair and practical. Sometimes to get the proper mix of experience and ethnic background it would be useful to recruit more than one librarian from the same district.

Distribution of Time. The time slots for work in the classroom always competed with the need for free time. On some days the interest generated by the consultants produced extended discussions which reduce the allotment of free time. Early in the institute, we changed the closing time for the institute day from 5 P.M. to 4:30 P.M., so the participants could do work on their own. On a dormitory style campus the question of free time almost takes care of itself. In the Queens College setup, more free time should have been structured into the program. This would have guaranteed greater use of the Paul Klapper Library on campus for some extensive research, for example, into the question of impact of library materials on children.

Emphasis on Substantive Content Vs. Teaching Skills. We hope that substantive content always had priority in the institute agenda. However, teaching skills were not overlooked when it came to discussions about how best to present the substantive content. It was suggested, for example, that increased use of media in the daily presentations might have helped make more of an impact on our participants.

Ratio of Staff to Participants. Full time staff ratio to participants was very adequate. The number of consultants at times seemed luxurious. Perhaps the number could be reduced and time spent with the participants could be lengthened.

Budget. The budget allotment we found to be very adequate for staff, services and materials. However, we do anticipate a surplus for two reasons:

1. A third full-time instructor refused the assignment and in his place we used a part-time teacher for one week, and

2. The job of Associate Director was taken over by Dr. Hardy Franklin, who had been retained as a full-time instructor.

There was considerable money saved by this final arrangement whereby both the Director and Associate Director took on additional responsibilities for teaching and administration, respectively.

IMPACT OF THE INSTITUTE

The impact of the institute on the regular academic program of the Queens College Library Science Department has already resulted in the scheduling of a course for the Spring Term, 1972, entitled "Library Materials for Minorities." This course will be given in conjunction with the course on "Library Services to Minorities" which was given for the first time in the Spring Term, 1972, under the title of "Library Services for the Disadvantaged." The institute Director and Associate Director will once again be working together drawing on much of the material covered in the Summer institute program.

The immediate beneficiaries of these courses will be the five students of minority backgrounds holding fellowships in the master's program for library science under the EPDA Grant from the U.S.O.E. for the academic year 1972-1973. These courses will be open to all other students in the Library Science Department. As was stated by the Department Chairman, Dr. Morris A. Gelfand, in his report to the President of the College, "It (the institute) has provided excellent source materials for one or more courses for librarians who wish to serve minorities." It took very little time for this statement to be fully implemented as part of the schedule for this coming Spring term, 1973.

ADDITIONAL COMMENTS

The institute also officially sponsored a unique workshop entitled "Library Service to the Spanish," at the ALA Conference in Chicago on June 28, 1972. The program coordinator was Victoria Wallace, Chairman of the Adult Services Division's Subcommittee on Materials for the Spanish Speaking. Close to 1200 librarians from all parts of the country were in the audience to see first a screening of the movie, "I Am Joaquin" based on the epic Chicano poem by Corky Gonzales, the Chicano leader from Denver, Colorado; and secondly, to hear an address by Mr. Gonzales himself in which he gave the participants basic insights into the activist and militant Chicano culture. Preceding the talk by Mr. Gonzales, the moderator gave a brief talk about the variety of Spanish groups in the United States. This was followed by three resource speakers who spoke of library services to the three major Spanish groups--Chicano, Cuban and Puerto Rican.

The program, (leaflet attached) was the first of its kind at an ALA Conference, devoted to library services for our Spanish speaking countrymen led by librarians who were Spanish themselves. They reported on progress in library services at the Albuquerque Model Cities Library, Miami Public Library, and the South Bronx Project. While the program was well received, there was no time available for the participants to form smaller groups for a more intimate discussion of everyday problems in smaller libraries serving the Spanish speaking in our population.

Two bibliographies were distributed at the workshop: Films for Spanish-speaking and Spanish-Culture Groups and Suppliers of Spanish-language Materials (copies attached). These two pamphlets, prepared by the ASD Subcommittee on Materials for the Spanish are available to librarians on request from the ALA in Chicago or the Queens College Library Science Department. The objectives of the workshop were fulfilled only in part because of a severe time limit. These objectives were: (1) to introduce librarians to the Spanish culture in the United States; (2) to acquaint them with the library needs of Spanish-speaking Americans; (3) to suggest to librarians some general and specific ways in which these needs can be met in local libraries; and (4) to publish and distribute useful related materials.

The two evaluators whose reports appear in the appendix agreed that the hopes and aspirations of the Chicanos were effectively presented by the main speaker, but that in the program as a whole, more attention should have been paid to the needs of Cubans, Puerto Ricans and other Spanish-speaking groups in America. On the whole, the evaluators felt that the program represented a milestone in calling attention to the priorities in effective library service to Spanish-speaking Americans.

What's interesting in relation to the problem presented here at the special workshop on library services to the Spanish is the fact that at least three of our institute participants went back home and followed up with proposals for more effective service to the Mexican-Americans in their respective communities. For example, Norma Bobotis, Children's Librarian, Esperanza Branch Library, Albuquerque, New Mexico, designed and carried out a workshop on Sept. 25, 1972. The workshop dealt with the evaluation of library materials for minority groups and was sponsored by the New Mexico State Library, as well as the Albuquerque Public Library.

Another participant, Cheryl Metoyer, Branch Librarian, Crenshaw Imperial Library, Inglewood, California, made the following recommendation to John Perkins, Library Director: a) cooperate with Spanish language programs at schools and colleges; b) initiate services for the Spanish-speaking residents by expanding the Spanish language book collection and conducting programs in Spanish; and c) utilize Spanish language news media to advertise library activities.

Finally, we have a letter from Laura Plotke, Senior Children's Librarian in the Los Angeles Public Library, reporting a prominent article in the Los Angeles Times in which she attacked the Eastern publishers for their failure to produce books dealing with the Mexican-Americans in some positive fashion. This type of followup is to be encouraged, and we hope to hear periodically from our other participants the ways in which they have carried the message of the institute into their library activities including selection and services.

CONCLUSIONS

The institute represents a landmark in the focus on quality library materials and viable services for the minority groups demanding our special attention at this time. With all the problems which were encountered in the preparation and conduct of the institute, as outlined above, the strong feeling of the staff is that much was accomplished for both staff and participants in highlighting both the need for increased sensitivity by librarians in relating to the various ethnic groups they serve, and the need for a more critical approach to available materials dealing with the ethnic groups and the responsibility of librarians in pressing for more useful materials ad relevant services for the minority groups in their local communities.

In reexamining the curriculum content of the institute we would maintain more or less the same format but provide for more direct experience by the participants in the evaluation of current materials. This would permit the task forces for each ethnic group to devote more time to making judgments about criteria and guidelines based on their own experience in examining the available materials.

More opportunities should be provided for visiting and seeing significant library programs in action. Special problems such as the handling of controversial materials, e.g., Little Black Sambo, Sounder, etc., and the discovery of the impact which is being made by the newer multi-ethnic media on our children should be handled by separate task forces to guarantee more in-depth treatment.

In the recruitment of participants we would aim for a mixed bag of librarians in terms of services and experience. There was no special advantage in recruiting highly experienced personnel as we tried to do this time. We need a mix of younger and less experienced professionals who nevertheless are highly committed to making gains in improved library services to the disadvantaged minority groups. Beyond getting the ideal mix of participants, we would be sure to house them in quarters which would make the institute the focus of their attention morning, noon and night, with generous allowances for sleep and recreation.

Concern over living expenses and transportation could be ameliorated with a reasonable and adequate subsidy especially for those traveling considerable distances. This would insure a more harmonious, cooperative, hardworking and creative group of institute participants.

Our institute succeeded in accomplishing a large measure of its purpose as the result of having a very devoted staff with special experience in handling materials and services for minority groups. More than that, the painstaking preparation in the Spring of 1972 in planning the program, recruiting participants, selecting consultants, e.g., authors, editors, librarians, and building a substantial media collection provided the setting for a meaningful institute.

Finally, the sensitivity of the staff and constant concern for the participants in providing them with a rewarding experience both intellectually and socially contributed a great deal to the success of the institute. The conviction on the part of staff and participants that there must be a well organized followup by some practical activities (vis à vis librarians and publishers) on a national scale was the big factor in our positive attitude toward the institute proceedings. These proceedings were taped and photographed, and we are now busy at work extrapolating the messages contained therein which we hope will benefit librarians, teachers, publishers and the community at large.

Some of the findings and recommendations reported by the various task forces in relation to the creation, selection and utilization of minority materials include the following:

Creation and/or Production - Writers, editors and producers should be members of the cultural group written about. At the very minimum, publishers should employ resource persons from the various ethnic groups to give some authenticity and clarity to the materials being produced. Each individual culture must be clearly identified with common characteristics and life styles. Understanding of customs and culture is necessary to produce a dynamic humanistic portrayal with stress on the realities of the culture and the vitality of the people. Producers must be highly sensitive to the diversity and variety within each ethnic group, e.g., the differences among each tribe and Asian nationality.

Selection - Librarians, in order to make valid selection of minority materials must either come from these minorities or be sensitized by exposure to background materials which gives them a cultural awareness and deep-seated consciousness about ethnicity. There is a need for constant reevaluation of materials in order to maintain a collection that contains appropriate materials relevant to the practical ways of life for each community group. In addition to the traditional criteria for selection, such as accuracy and authenticity in style and content, we need to look for new dimensions and perceptions which reflect truth, honesty and reality untainted by stereotypes and token representation.

Utilization - Supplementary multi-ethnic materials are required to overcome distortions of textbooks and build positive identity and self-image in minority children. Teachers and librarians are relying on the new media for classroom use. Professionals in the field report that children are turned on by media which truly reflects themselves and their heritage. Bilingual materials in particular have been well received. Evidence of positive impact is still relatively scarce. It is recommended that an in-depth study be undertaken by a competent professional group to determine the effects on children of the outpouring in recent years of multi-ethnic materials.

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Roster of Participants

	Number of Dependents	
Miss Yvonne Bennett 1720 Bedford Avenue, Apt. 2A3 Brooklyn, N.Y., 11225	0	Librarian, Queens Borough Pub. L 89-11 Merrick Blvd Jamaica, N.Y. 11432
Mrs. Norma C. Botsotis 4102 Hallerced Crt. S.E. Rio Rancho Estates, N.M. 87124	3	Children's Librarian Albuquerque Public Library 423 Central Ave. N.E. Albuquerque, N.M. 87106
Miss Lillias D. Burns 3605 Wimbledon Road Nashville, Tennessee 37215	0	Project Director, Library Servi to Disadvantaged, Public Library of Nashville & Davidson City 8th Avenue, North & Union Nashville, Tenn. 37203
Miss Lenora Ann Cordell 21 St. James Place, Apt. 19C Brooklyn, N. Y. 11205	0	Librarian John Stephen Early Childhood Lib Dist. #16, 856 Quincy St. Brooklyn, N.Y., 11205
Mrs. Beverly Century Freuler 1531 Lambuth B lvd, Apt. #1 Jackson, Tennessee 38301	0	Coordinator Project STAGE Smith Regional Library Hamilton Mills Shopping Center Jackson, Tennessee 38301
Mrs. Dolores D. Gilrore 624 Coranium St. N.W. Washington, D.C. 20012	0	Librarian, Montgomery County Public Schools, Dept. of Educational Media 850 N. Washington St. Rockville, Maryland 20850
Miss Iva Sue Grover 2015 N. Highland #207 Tacoma, Washington, 98407	0	Area Librarian, Pierce County Library, 2356 Yakima Avenue So Tacoma, Washington 98418
Mrs. Francine Ewan Henderson 1245 Connelly Ave. S.W. Apt. 5A Atlanta, Georgia 30310	0	Curator of S.W. Williams Coll on Black America, Atlanta Pub 126 Carnegie Way, N.W. Atlanta, Georgia 30310
Mrs. Chizuko Ishimaru 656 N. 13 West Salt Lake City, Utah 84116	0	Social Sciences Librarian Univ. of Utah Library Salt Lake City, Utah 84112

Participants,

	Number of Dependents	
Mrs. Marjorie Johnson 1370 St. Nicholas Ave. New York, N. Y. 10033	1	Teacher of Library P.S. 175 242 W. 41st Street New York, N. Y., 10030
Miss Elizabeth J. Keen 226 West Rittenhouse Square Philadelphia, Pa. 19103	0	Young Adult Specialist, Book Selection Free Library of Philadelphia Logan Square, Philadelphia, Pa. 19103
Mrs. Laura Scott Lewis 130 Brenda Blvd LaGrange, Georgia 30240	2	Branch Librarian Troup-Harris-Coweta Regional Library Union St. Branch, 601 Union Street La Grange, Georgia 30240
Miss Cheryl Natoyer 10234 England Ave., Apt. #5 Inglewood California 90303	0	Branch & Young Adult Librarian Crenshaw-Imperial Branch Inglewood Public Library, 11141 W. 111 Pl. Inglewood, California 90303
Mrs. Dorothea H. Miller 1104 North Howard Ave. Grand Island, Nebraska 68801	0	Supervisor, Elementary Media Services School District of Grand Island Platt Adm. Bldg. 7th & Elm Grand Island, Nebraska 68801
Mrs. Honoré L. Moten 2241 University Hills Blvd #108 Toledo, Ohio 43606	0	YA Coordinator, Toledo-Lucas City Public Library, Sanger Branch 2733 W. Central Ave. Toledo, Ohio 43606
Miss Elizabeth Ng 40-15 69th Street Woodside, New York 11377	0	Teacher of Library P.S. 130, Manhattan Library 143 Baxter St. New York, N.Y. 10013
Miss Andrea Nicolls 67-25 Dartmouth St. Forest Hills, N.Y. 11375	0	Librarian I.S. 320 46 McKeever Place Brooklyn, N. Y. 11225
Mr. Rene G. Perez-Lopez 9468 Phillip Avenue Norfolk, Virginia 23503	1	Supervisor Norfolk Public Library Model City Program 301 E. City Hall Ave. Norfolk, Virginia 23510
Mr. Douglas R. Philbrick 1064 E. 360 South Provo, Utah 84601	2	Univ. of Utah Salt Lake City, Utah 84112
Mrs. Laura B. Pickle 1261h Burbank Blvd No. Hollywood, California 91607	1	Senior Children's Librarian Western Region, Los Angeles Pub. Lib. 11360 Santa Monica Blvd Los Angeles, California 90025
Mrs. Christine Poole 1560 Moss Street Eugene, Oregon 97403	1	Minority Materials Reviewer Eugene Public Schools 200 North Monroe Street Eugene, Oregon 97402

Participants

	Number of Dependents	
Mrs. Evelyn D. Procter 115-12 203 Street St. Albans, New York 11412	4	Librarian Washington Rose School Library Rose Avenue Roosevelt, New York 11575
Mr. Miguel M. Sacks 370 Central Park W. New York, N. Y. 10025	4	Librarian and Teacher County School 165M 234 W. 109th Street New York, N. Y. 10025
Miss Pearl Judith Steinberger 647 West 174 Street New York, N. Y. 10033	0	Acting Supervisor of Libraries Community School District "8" 1967 Turnbull Avenue Bronx, N. Y. 10473
Miss Susan F. Tait 2424 - 8th Avenue North Seattle, Washington 98109	0	Superintendent of Work with Young Adults Seattle Public Library 4th and Madison Seattle, Washington 98104
Mrs. Elizabeth P. Taylor 60 Burlington Avenue Clarendon Hills, Illinois 60514	0	Children's Librarian Chicago Public Library Woodlawn Regional Branch, 6247 S. Kimbark Chicago, Illinois 60637
Miss Edna Tidwell 1900 Clarke, Apt. 1309 East Palo Alto, California 94303	0	Children's Librarian San Mateo County Library - Fremdsquite Bra 1650 Bay Road East Palo Alto, California 94303
Mrs. Sandra Walker 158-46 82 Street Howard Beach, New York 11414	0	Librarian Walt Whitman IS 246 72 Veronica Place Brooklyn, N. Y. 11226
Mrs. Bessie Lee Williams 304 Hillsboro Drive Silver Spring, Maryland 20902	2	Librarian Montgomery County Public Schools Dept. of Educational Media & Technology 850 North Washington St. Rockville, Maryland 20850
Miss Ruby Ozella Woods 9 La Fresca Ct. #3 Sacramento, California 95823	2	Library Consultant California State Library P.O. Box 2037 Sacramento, California 95809

Library Materials for Minority Groups Institute
Library Science Department
Queens College, Flushing, N. Y. 11367

Mr. David Cohen, Director
Dr. Hardy R. Franklin, Associate Director

CONSULTANTS

Mrs. Rose Agree
Head Library Media Specialist
U.F.S.D. #30
Union Free School Dist. No. 30
Valley Stream, N. Y. 11580

Miss Loretta Barrett
Doubleday & Co.
673 Fifth Avenue
New York, N. Y.

Mrs. Thelma Black
Community Coordinator
Brownsville Branch, Brooklyn Pub. Lib.
Grand Army Plaza
Brooklyn, N. Y. 11238

Mrs. Barbara Bryant
Coordinator of Library Sales and Service
Films, Incorporated
Chicago, Illinois

Mr. Tyrone Bryant, Director
Langston Hughes Branch
Queens Borough Public Library
109-09 Northern Blvd
Corona, N. Y.

Mrs. Mary Lou Byler
Association on Am. Indian Affairs
432 Park Avenue S.
New York, N. Y.

Mrs. Edna Chang
Central Children's Room
Brooklyn Public Library
Grand Army Plaza
Brooklyn, N. Y.

Janet Chenery
Simon & Schuster
630 Fifth Avenue
New York, N. Y.

Mr. Jimmy Counts
129 Pierson Ave
Hempstead, N. Y. 11500

Mrs. Natalia Davis
Community Coordinator, Macon Branch
Macon Street and Lewis Avenue
Brooklyn, N. Y.

Miss Lee Anna Deadrick
Charles Scribner's Sons
597 5th Avenue
New York, N. Y.

Miss Mimi Einstein
Harcourt, Brace Jovanovich, Inc.
757 3rd Avenue
New York, N. Y.

Mr. George Harvey
1303 Park Place
Brooklyn, N. Y. 11213

Mrs. Arlene Hirschfelder
Association of Am. Indian Affairs
432 Park Avenue South
New York, N. Y.

Mrs. Lillian Lopez
South Bronx Project
321 E. 140 Street
Bronx, N. Y.

Mrs. Mordine Mallory
SEEK Librarian
43-23 Colden Steeet, Apt. 4A
Flushing, N. Y. 11355

Mr. Milton Meltzer
Editor
Doubleday & Co.
673 Fifth Avenue
New York, N. Y.

Mrs. Elizabeth Merkelson
Coordinator Special Services
Queensborough Public Library
89-11 Merrick Blvd
Jamaica, N. Y.

Mr. William A. Miles
LibraryCommunity Coordinator
Buffalo Public Library
Lafayette Square
Buffalo, New York 14203

Mr. Walter Myers
Editor
Bobbs-Merrill
3 W. 57 Street
New York, N. Y.

Mr. George Nicholson
Editor
Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, N. Y.

Miss Jean Reynolds
Editor
Franklin Watts
845 Third Avenue
New York, N.Y.

Mrs. Barbara Rollock
Assistant Coordinator
Children's Services, N.Y. Public Library
8 E. 40 Street
New York, N. Y. 10016

Miss Norma Jean Sawicki
Editor
Crown Publishers Inc.
419 Park Ave. South
New York, N. Y.

Mr. William Sloan
Film Library
Donnell Library Center
20 West 53rd Street
New York, N. Y. 10019

Mrs. Elizabeth Martinez Smith
Special Services Consultant
Public Library
320 West Temple Street
Post Office Box 111
Los Angeles, California 90053

Mrs. Doris A. Stallworth
William Cowper Junior High #73
70-02 54th Avenue
Maspeth, New York, 11378

Mrs. Betty Lee Sung
Professor, Asian-American Studies
City College
New York, N. Y.

Mrs. Binnie L. Tate
Wisconsin University of Milwaukee
School of Library & Information Science
Milwaukee Wisconsin 53201

Mrs. Lucille Thomas
District Librarian, Dist. #16
N.Y.C. Board of Education
1010 Lafayette Street
Brooklyn, N. Y.

Mr. Piri Thomas
c/o Mrs. Betty Elder
Attorney
63 Avenue A
New York, N. Y. 10009

Mr. Piri Thomas
c/o Mrs. Betty Elder
Attorney
63 Avenue A
New York, N. Y. 10009

Mrs. Loretta Uyehara
Brooklyn Public Library
New Lots District Public Library
665 New Lots Avenue
Brooklyn, N. Y.

Miss Barbara Walker
Editor
Scholastic Magazine
50 W. 44 Street
New York, N. Y.

Mrs. Pura Belpré White
South Bronx Project
310 E. 140 Street
Bronx, N. Y.

Miss Eleanor Williams, Librarian
I.S. 29
94 St & Park Avenue
New York, N.Y.

Mr. Wendell Wray, Director
North Manhattan Project
Countee Cullen Branch
New York Public Library
104 W. 136 Street
New York, N. Y.

Advisory Committee

Tona Cade Bambara
234 E. 124 Street
New York, N. Y.

Miss Beryl Banfield
Center for Urban Education
105 Madison Avenue
New York, N. Y. 10016

Miss Loretta Barrett
Editorial Director
Doubleday & Co.
277 Park Avenue
New York, N. Y.

Mrs. Mary Lou Byler
Association on American Indian Affairs
432 Park Avenue South
New York, N. Y.

Mr. Francesco Cordasco
Montclair State College
Montclair, New Jersey

Mrs. Edna Chang
Central Children's Room
Brooklyn Public Library
Grand Army Plaza
Brooklyn, N. Y. 11238

Mr. John Donovan
Executive Director
Children's Book Council
175 Fifth Avenue
New York, N. Y. 10010

Mrs. Lillian Lopez
South Bronx Project
321 E. 140 Street
Bronx, New York

Angelica Lozano
c/o Albany Library Trainee Program
SUNY
1400 Washington
Albany, N. Y. 12203

Juan Tito Melendez
513 W. 176 St.
New York, N. Y. 10033
(student)

Mr. Milton Meltzer
263 West End Avenue
New York, N. Y.

Mr. Walter Myers
Editor
Bobbs Merrill Co., Inc.
3 We. 57 Street
New York, N.Y.

Mrs. Joan Neumann
Brooklyn Public Library
Grand Army Plaza
Brooklyn, New York

Paula Quint
Associate Director
Children's Book Council
175 Fifth Avenue
New York, N. Y. 10010

Anna Salgado
513 W. 176 Street
New York, N. Y. 10033
(student)

Mrs. Maria Sanchez
Dist. #14
310 S. First St.
Brooklyn, N. Y. 11211

Mrs. Betty Lee Sung
41-03 243 Street
Douglaston, N. Y. 11363

Mrs. Loretta Uyehara
New Lots District Public Library
665 New Lots Avenue
Brooklyn, N. Y.

Miss Barbara Walker
Scholastic Magazine
50 W. 44 Street
New York, N. Y.

Miss Victoria Wallace
Northport Public Library
151 Laurel Avenue
Northport, N. Y. 11768

Mrs. Pura Belpre White
409 Edgecombe Avenue
New York, N. Y. 10032

Summary of Final Feedback Questionnaire*

For the institute, it was essential that the selected librarians have some input into the operation, structure, program and evaluation of the program. One of the ways suggested was to have a committee to criticize and evaluate the institute activities daily and at the end. Five volunteered each week, one from each Task Force, to serve as a sounding board for participants and staff and the conscience of the institute. It became known as the Feedback Team, and met daily to formulate questions for the feedback sheet, distribute and collect them, and tally results with the assistance of staff.

On the last day of the institute, July 28, 1972, the final feedback sheet, developed by members of the Feedback Teams for the four week period and staff of the project, was distributed. Twenty seven of the original group of thirty were present, and all completed and returned a feedback sheet.

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*Taken from the report by Dr. Hardy Franklin, Associate Director.

TABLE 3

Participants' Areas of Major Concern at the Beginning of Institute

Areas of Major Concern	Degree of Importance *						
	5	4	3	2	1	0	Total
1. Definition of Criteria.....	11	22	33	11	15	7.4	100
2. Increase ethnic sensitivity.....	41	52	3.7	3.7	0	0	100
3. Increase ethnic tolerance.....	7	25	30	0	19	19	100
4. Awareness of ethnic materials.....	60	22	11	7	0	0	100
5. Evaluation of ethnic materials.....	67	30	0	3.7	0	0	100
6. Determination of needed ethnic materials.....	60	37	0	0	3.7	0	100
7. Formulation of recommendations and/or activities with publishers.....	30	33	33	0	3.7	0	100
8. Programming for minority groups....	56	33	3.7	7	0	0	100
9. Services for minority groups.....	56	33	11	0	0	0	100
10. Impact of materials.....	30	33	22	11	3.7	0	100
11. Other.....	7.4	7.4	7.4	0	0	78	100

* 5 = Highest priority
4 = Important
3 = Somewhat important
2 = Minor concern
1 = Not at all
0 = No response

Participants were asked to indicate the areas of major concern at the beginning of the institute. As shown in Table 3, there were eleven categories listed. Of these, evaluation of ethnic material was indicated by 67% as the highest priority, followed closely by over 60% who were interested in determining needed ethnic materials. The same percentage, 56% each, were concerned with services and programs for minority groups. Definition of criteria, impact of material, increased ethnic sensitivity and increased ethnic tolerance were considered by higher percentages as important but not of the highest priority.

TABLE 4

Realization of Expectations as Indicated by Participants

Expectation	Degree of Realization*						
	5	4	3	2	1	0	Total
1. Definition of criteria.....	15	22	37	19	7	0	100
2. Increased ethnic sensitivity.....	44	37	11	4	0	4	100
3. Increased ethnic tolerance.....	19	30	11	0	26	14.8	100
4. Awareness of ethnic materials.....	30	37	26	0	7	0	100
5. Evaluation of ethnic materials.....	22	37	30	0	7	4	100
6. Determination of needed ethnic materials.....	41	37	15	0	3.7	3.7	100
7. Formulation of recommendations and/or activities with publishers.....	4	4	37	30	22	3.7	100
8. Programming for minority groups.....	15	44	30	11	0	0	100
9. Services for minority groups.....	22	63	15	0	0	0	100
10. Impact of materials.....	0	15	30	19	3.7	33	100
11. Other.....	11	0	3.7	0	0	85	100

*
5 = Greatest
4 = Quite a bit
3 = Somewhat
2 = Barely
1 = Not at all
0 = No response

Table 4 reflects the degree to which participants indicated realization of expectations from the institute. Overall, the majority indicated that quite a bit was received on all points but one, the formulation of recommendations and activities with publishers. The major concern, evaluation of ethnic materials, as shown in the previous table, was not rated as the greatest achievement. Increased ethnic sensitivity was indicated by 44% as being the greatest realization. Its rank as a major initial concern was low. Services to minority groups was the only area considered by 100% of participants to rate from highest priority to somewhat important (see Table 3), as a major concern, and to also rate similarly as a realization of expectations (see Table 4).

TABLE 5

Indicated Impact by Participants of Institute Activities

Institute Activities	Impact* 5	4	3	2	1	0	Total
A. Resources							
1. Editors	15	15	22	30	11	7	100
2. Authors	30	56	11	0	0	3.7	100
3. Librarians	19	44	30	0	0	7	100
4. Teachers	22	52	11	7.4	0	7.4	100
5. Ethnic Consultants	56	33	7	0	0	3.7	100
6. Community Resources	52	30	11	0	0	7	100
7. Materials Specialists	26	37	30	3.7	0	3.7	100
8. Staff	19	48	33	0	0	0	100
B. Field Trips							
1. Diversity of Type	33	44	19	0	0	3.7	100
2. Number	0	30	52	3.7	0	14.8	100
3. Other	0	0	0	0	0	100	100
C. Materials Evaluation	22	44	26	3.7	0	3.7	100
D. Background Readings & Materials	30	30	33	3.7	0	3.7	100
E. Task Force Operation	15	26	37	15	7.4	0	100

*5 = Tremendous
4 = Strong
3 = Moderate
2 = Slight
1 = None
0 = No response

As to impact of the activities of the institute, Table 5 shows the breakdown into five phases - Resources, Field Trips, Materials Evaluation, Background Readings and Materials, and Task Force Operations. Ethnic consultants and community resources were considered by the majority to have had the greatest impact. Authors and teachers had more impact on the group than librarians in the tremendous and strong categories.

The diversity by type of library activity making up the Field Trips was indicated by 77% of the participants to have made from strong to tremendous impact. The number of Field Trips (5) were rated by 82% to be from moderate to strong.

Over 55% rated Materials Evaluation and Background Readings & Materials in similar fashion (see Table 5).

The majority rated the Task Force Operation, made up of institute members who were divided into five committees representing the five ethnic minorities --Black, Indian, Puerto Rican, Chicano, Asian American, as having made only moderate to slight impact.

TABLE 6

Indicated Priority to be Assigned to Activities by Participants on Return to Home Library

Activity	Priority*						
	5	4	3	2	1	0	Total
In-service education	56	37	7	0	0	0	100
Material re-evaluation	44	37	7	0	11	0	100
Search out new materials	63	30	3.7	3.7	0	0	100
Communication with publishers	19	33	26	11	11	0	100
Development of outreach programs	52	22	7	15	0	3.7	100
Involvement of Community in							
Planning	67	15	7	0	7	3.7	100
Programming	67	22	3.7	3.7	3.7	0	100
Material selection	52	33	7.4	7.4	0	0	100
Utilize community individuals and groups as resources	74	15	3.7	3.7	0	3.7	100
Other	7	0	0	0	0	93	100

* 5 = Highest
4 = Important
3 = Somewhat important
2 = Minor concern
1 = Not at all
0 = No response

Table 6 indicates the priority to be assigned to activities by institute participants on return to home library. The majority, 74%, intended to utilize community individuals and groups as resources. Over 50% would involve the total community in the library, particularly in the following: planning, programming and material selection. Also receiving the highest priority by more than 50% of the institute members were the need to search out new materials as an ongoing project, in-service training for staff and co-workers, and the development of outreach programs. Eighty-one percent considered material re-evaluation as being from important to the highest priority.

TABLE 7

Focus of Other Institute(s) as Indicated by Participants

Focus	Degree of Importance*						
	5	4	3	2	1	0	Total
Other ethnic minorities.....	22	19	22	22	11	3.7	100
Other minority groups, for example, women.....	15	11	26	33	33	3.7	100
Research designs to test impact of materials.....	51.8	26	11	3.7	3.7	3.7	100
Service or programs.....	37	41	19	0	0	3.7	100
Sensitivity.....	52	26	15	3.7	0	3.7	100
Other Suggestions.....	22	11	0	0	0	67	100

*5 = Very important
4 = Important
3 = Somewhat important
2 = Minor concern
1 = Not at all
0 = No response

The focus of other institutes as indicated by participants is shown in Table 7, by degree of importance. Institutes dealing with sensitivity to and between ethnic minorities was suggested by 52% as being very important. Research designs to test impact of materials was also indicated by 52%. Combining the percentages for the first two categories shows that the same number of participants, 78%, considered sensitivity, service and research and designs to test impact of materials of equal importance.

Other suggestions were to expose fellow teachers, administrators, co-workers, professionals and non-professionals to institutes similar to this one on Library Materials for Minorities. Replicate institute in another geographical area would be useful for any persons who have not had this kind of exposure. Small task forces should continue to be developed by library school study or field experience to search out, re-evaluate and update needs of ethnic minorities. Participants, as part of the in-service training, should be placed, after orientation, in libraries in minority communities for a given period of time. Before going back to own library could reassemble, discuss experiences and possibly write up guidelines.

TABLE 8

Participants' Rating of Structure of the Institute

Structure	Rating* 5	4	3	2	1	0	Total
Institute facilities.....	7	11	44	19	15	4	100
#Housing facilities.....	15	0	19	22	11	33	100
Extra-curricular activities.....	33	26	30	7	4	0	100
Staff.....	30	56	11	0	3.7	0	100
Material Accessibility							
Within Institute.....	19	19	48	3.7	7	3.7	100
On Campus.....	11	7	19	26	26	11	100
Off Campus.....	7	15	19	15	22	22	100
Financial Arrangements.....	7	0	15	22	41	15	100
Participant mix							
Ethnic representation.....	30	37	15	7	11	0	100
Sex.....	7	4	7	48	30	4	100
Age.....	22	37	19	7	3.7	11	100
Regional.....	22	44	26	7.4	0	0	100
Experience.....	41	33	19	3.7	0	3.7	100
Service area (library).....	33	22	37	7.4	0	0	100
Length of Institute.....	4	37	22	22	7	7.4	100
Other.....	0	15	15	0	0	70	100

* 5 = Excellent
4 = Good
3 = Average
2 = Marginal
1 = Poor
0 = No response

\# Replies from the 18 participants who were provided housing by the Institute. The remainder were N.Y. City residents

Finally, Table 8 is the participants' rating of the structure of the Institute. The facilities were rated by the majority as being average.

The housing facilities, as expected, were rated from marginal to poor. Note that in this category replies were only from the 18 participants who were provided housing by the institute. The remainder either provided their own housing or were residents of New York City. The most economical housing was at the New York University Campus in Lower Manhattan. It was then necessary for participants to pay a double fare each way and ride 1½ hours by subway and bus each way to reach Queens College. Those who lived in hotels in Queens paid a minimum of $18 per day, plus tax, for a double room. This left less than $12 per week for meals, bus transportation and other necessities. This was a hardship on some participants and presented problems that affected the smooth operation of the institute by the staff.

As shown in Table 8, staff, extra-curricular activities, length of institute, were indicated by the majority of institute members as being good to excellent. The same was true of each aspect of participant mix except sex, which was rated from poor to average. Of the few men who applied, four were selected and three accepted. The remaining 27 women participants thought that more men should have been included in the final selection.

* * * * *

Summary of Attitudinal Survey of Institute Participants

The institute staff, in the pre-planning phase, discussed the merits of a survey of the attitudes of each member concerning the institute's goal, focus and related areas of concern. This idea was put aside for fear that we may have been accused of pushing a false issue or building our own prejudices into the issues of library materials for minorities. As we got into the institute, problems of attitude began to surface among participants, generally within the small working committees (Task Forces) and between resource persons and members of the institute.

The Feedback Committee, composed of participants, thought that the institute should canvass the attitudes of its members. This Attitudinal Form was the final version used and was adapted from Teachers, Free of Prejudice?[1]

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[1] Winecoff, Larry and Eugene W. Kelly, Jr. Teachers, Free of Prejudice? Integrated Education Associates, Chicago, Illinois.

TABLE 9

Attitudinal Survey of Institute Participants

Questions	Response of Participants by %				
	3	2	1	0	Total
1. Has the library staff met with and involved representatives of local organizations interested in library service?	26	33	26	15	100
2. Has a positive campaign been developed to keep the total community informed of major decisions, plans and progress?	22	37	19	22	100
3. Have efforts been made to take full advantage of all available technical and financial assistance from local, state and national sources?	33.3	33.3	22	11	100
4. Does the library have a policy which encourages all patrons to participate fully in all of the activities of the library?	52	26	11	11	100
5. Are positive efforts made to staff each library with qualified individuals from diverse backgrounds with varied experiences?	11	40.7	18.5	29.6	100
6. Are positive steps being taken to hire qualified minority group staff?	26	30	22	22	100
7. Has the library planned a program for staff and patron human relations activities?	19	22	48	11	100
8. Is the organization of the library and the library day flexible enough to allow for innovative practices which promote human relations and understanding?	29.6	29.6	29.6	11	100
9. Are a substantial number of multi-ethnic and minority group materials available in the library?	55	19	11	15	100
10. Are available human resources representing majority and minority groups used to foster better understanding?	29.6	33	18.5	18.5	100
11. Can you identify the human problems that block or hinder open and honest communication between yourself, your administrator, your colleagues and your patrons?	48	33	7.4	11	100
12. Does your method of operation inspire your patrons to respect one another and to be open and honest in their communication with you and with other patrons?	55.5	22	7.4	14.8	100
13. Have you read any books or articles lately to increase your understanding of and sensitivity to the particular needs, aspirations, problems and frustrations of minority or disadvantaged peoples?	74	18.5	0	7.4	100

*

3 - indicates that everything possible was being done to carry out the activity.
2 - suggests that some consideration has been given to activity but no thorough approach has been taken.
1 - suggests that little or no effort has been made to initiate or follow through.

TABLE 9 (cont'd)

Questions	%Response 3	2	1	0	Total
14. Have you worked directly or indirectly to dispel misconceptions, stereotypes, prejudices and other adverse feelings that members of one group have against members of another group?	55.5	33	0	11	100
15. Do you take the initiative in dispelling prejudices, stereotypes and misunderstandings among patrons?	78	15	0	7	100
16. Do you listen with an open mind to patrons and community members even if their communications are initially disturbing or divergent with your own thinking?	85	7.4	0	7.4	100
17. Do you strive to avoid expressions and actions which are unnecessarily offensive to members of other groups?	82	7.4	0	11	100
18. Do you take the initiative in discouraging or preventing patterns of informal discrimination, segregation or exclusion of minority group members from programs, committees, etc.?	78	11	4	7	100
19. Do you utilize techniques and methods, such as improvisational dramatics, role-playing, joint planning of programs by staff and patrons, small group sensitivity discussions, analysis of groups roles, that will increase spontaneity and honesty of expression and an understanding of the dynamics of group interaction?	15	22	48	15	100
20. Do you try to prevent latent prejudices or stereotyped thinking from unfairly influencing your evaluation of patrons?	81	11	0	7.4	100
21. Does your outside reading include accounts of all races and interracial experiences?	44.4	44.4	0	11	100
22. Are you familiar with bibliographies containg accounts of all races and interracial materials?	44.4	33	11	11	100
23. Do you show other ethnic groups as well as White groups in your bulletin board displays?	85	7.4	0	7.4	100
24. Do your picture files of great people include all ethnic groups?	67	7.4	11	15	100
25. Do you use magazine and newspaper articles relating to interracial experiences and problems for better human relations?	67	15	11	7.4	100

3 - indicates that everything possible was being done to carry out the activity.
2 - suggests that some consideration has been given to activity but no thorough approach has been taken.
1 - suggests that little or no effort has been made to initiate or follow through.

TABLE 9 (cont'd)

Questions	* Response 3	2	1	0	Total
26. Have you evaluated your materials to determine whether they contain fair and appropriate treatment of minority groups?.....	37	33	19	11	100
27. Have you made efforts to overcome the deficiencies of your materials treatment of minority groups?.....	63	22	4	11	100
28. Do your patrons have opportunities to learn democratic skills and values by interacting in problem-solving groups?.....	19	22	44	15	100
29. Do you use problem-solving groups which concern themselves with real problems in intergroup relations which have immediate relevance to the lives of the patrons?..	11	22	48	19	100
30. Do you organize and present your materials to include major contributions on minority groups and individuals?	63	11	11	15	100
31. Have you visited or otherwise personally familiarized yourself with the families and communities of your patrons?.....	41	33	15	11	100
32. Have you made efforts to involve the community in library activities?.....	41	37	3.7	19	100
33. Have you attempted to establish and maintain some meaningful contact and dialogue with the communities from which your patrons come?.....	41	41	3.7	15	100
34. Do you attempt to give special help to any patron who needs it, without being patronizing?.....	78	11	0	11	100

* 3 - indicates that everything possible was being done to carry out the activity.
2 - suggests that some consideration has been given to activity but no thorough approach has been taken.
1 - suggests that little or no effort has been made to initiate or follow through.

According to the responses to questions 11-18, 20, and 23-25 of Table 9, the majority of institute participants have in the past, and indicated that they will continue to promote materials, programs, services and individual contacts with and for minorities. Most of the participant responses indicated that the majority of their activities were individual efforts and did not necessarily reflect the actual position of the library system. Little opportunity was provided by participant for action type programs in the intergroup or human relations area for development of staff or patrons (see Questions 28 and 29). Forty-eight percent, however, indicated that they could identify the human problems that block or hinder open and honest communication between themselves, administrators, colleagues and patrons, and everything possible was being done to carry out the activity (see Question 11).

Most of the activities engaged in by participants were traditional and structured, and contained within the library. Responses indicated little flexibility, spontaniety or innovative techniques were utilized (see Table 9, Question 19).

Since this survey was taken at the end of the institute, 78% had recently read books and articles to increase their understanding and sensitivity to the particular needs of disadvantaged people. No information is available for comparative purposes. This would have been useful. It can be done, however, as a part of the follow-up activity. The outside reading revealed that only 44% of participants did everything possible to include in their reading accounts of all races and interracial experiences (see Question 21). The same percentage, 44, gave it only consideration but had no thorough approach.

Possibly as a result of individual efforts, a majority of the library collections--books, periodicals, newspapers, picture files, displays and bulletin boards--reflect ethnic minority representation (see Questions 23 -25). Only 37% of respondents actively evaluated materials to determine whether they contained fair and appropriate treatment of minority groups (see Question 26). But 63% indicated that efforts were made to overcome the deficiencies of materials treatment of minority groups (see Question 27).

A minority of the respondents, 41% in each instance, had personally familiarized themselves with families and communities in which they worked, had made efforts to involve the community in library activities, or had attempted to establish and maintain some meaningful dialogue with the community (see Questions 31-33).

As a community institution, the parent libraries, according to the responses of the majority of participants (Questions 1-3, 5-8, 10) were making little or no effort to involve the community or minorities in their operation, staffing, policymaking, promotion training sessions, administration or human relations activities. The exception being that a larger percentage of libraries had policies to encourage all patrons to participate fully in all activities of the library (see Question 4) and had available a substantial number of multi-ethnic and minority materials (see Question 9).

LIBRARY SERVICES TO THE SPANISH
An Evaluation Report

by

Horacio Ulibarri, Professor
University of New Mexico
Albuquerque, New Mexico

Program Goals

The stated goals of the program were:

1. To introduce librarians to the Spanish culture of the United States.
2. To acquaint them with the library needs of the Spanish Americans.
3. To suggest to librarians general and specific ways in which these needs can be met in local libraries.
4. To publish and distribute useful related materials.

Proceedings

The program was divided into two main sessions. The first part was a description given of three different situations where library services are extended to the Spanish-speaking communities. The resource people giving these presentations were Alicia Godoy from the Miami Public Library, Aurora Gomez from the South Bronx Project and Frances Lujan from the Albuquerque Model Cities Project. The second major presentation was given by Mr. Rudolfo "Corky" Gonzales, Chicano Leader from Denver.

The Resource People

All three resource persons made a descriptive presentation of the library programs for which they are responsible in their respective communities.

Miss Godoy's program is part of the services provided to the communities by the Miami Public Library. This particular program is directed to the Cuban Colony in Miami, which is approximately 450,000 in size. The services range from providing a wide scope of reading materials both in Spanish and English to making available to the clientele recordings, films and television programs. These services are provided to adults and students alike.

Miss Gomez works in a federally funded project, the South Bronx Project. This project attempts to make library materials more relevant and responsive to the community. As such it provides all types of materials to the Puerto Rican Community, including films for senior citizens. It has on hand large collections of materials dealing with Puerto Rican history and culture as well as materials in other areas of interest to the Puerto Rican client. Such activities as in-service workshops for the staff on how to serve the community better are part of the program. The staff is bilingual and they teach the clients how to use the library. It also has three bookmobiles extending the services into the barrio. Fliers on the different library materials available are distributed at several points in the community.

Frances Lujan is with the Model Cities Library in Albuquerque. This project is located deep in the barrio. It provides bilingual materials of all kinds to the people. It has mobile units going out into the barrios. The staff, with the exception of two professional librarians, are all paraprofessionals, minority group members. These paraprofessionals know the barrio and they know what the barrio people like to read and what they need to read. In Miss Lujan's estimation this project has been very successful. She attributes this success to a very dedicated staff.

All three presentations were well received by the audience. Miss Lujan's presentation was perhaps the best received. This probably was due to the vivacious manner of her delivery. I thought the audience felt that the content of the presentations was informative. I have my doubts that any in the audience was moved enough to want to emmulate any of these programs in their particular situation.

The Resource Pamphlets

Two pamphlets were distributed to the participants at the beginning of the program. These pamphlets were developed by the ASD Subcommittee for Spanish Materials.

One pamphlet is a listing of publishing houses providing library materials in Spanish. It covers publishing houses in the United States, Mexico, Latin America and Spain. It is a very comprehensive, well annotated listing of publishers. The only criticism that I have of this listing is that it fails to include some well-known distributors of Spanish materials in the Southwest.

The second pamphlet, equally excellent, is an annotated bibliography of films relevant to the Spanish-speaking peoples of the United States. Some of these films are in English and some are Spanish. They cover historical and cultural materials, sociological problems, and information on every day affairs. This is an excellent collection of titles and suppliers.

Mr. Rudolfo "Corky" Gonzales

Mr. Rudolfo "Corky" Gonzales delivered an excellent presentation on the Chicano Movement. He traced the historical development of the movement from the times that the Mexican Americans were isolated as the "Migrant Workers", very much forgotten because of their docility, to the present when the Chicano is fast coming forward claiming and demanding his own.

There was a consistent thread through out his talk concerning the types of reaction of the Mexican American, a minority group, to the intergroup accommodation patterns controlled by the Anglo-American, the majority group. He traced this development from the time of docility of our forefathers to the time when the thrust of the Mexican American effort was for complete acculturation and amalgamation. He forcefully indicated the sheer disappointment of the Mexican American in finding out that he was not wanted in the on-going melee of the American Society. This traumatic realization forced the Mexican American into the present activist, militant movement now widespread through out the nation.

The discourse was saturated with examples of actual conditions. Extreme as some of them may seem, these examples are not exaggerations but rather typical conditions that all Mexican Americans eventually experience. The examples, however, distracted from the trend of thought regarding the Mexican Americans reaction to minority group status. Often the examples were not fully unfolded but became brief allusions to conditions or situations as they have existed through these many years. To those of us Chicanos, involved in the movement, these allusions were clear bells ringing. To the unsophisticated and uninitiated into the Chicano Movement and to the person ignorant of the Mexican American culture, these examples made little sense and probably were neither understood nor appreciated. I had a feeling that the speaker felt that it was futile to speak to a "white, middle class, middle income, and above thirty audience." I had the impression that he was delivering his message, the philosophy of the Chicano Movement, to the other Chicanos in the audience and he was oblivous of others present.

He had very strong remarks regarding the prejudice and discrimination leveled at the Mexican American by the majority group. This type of treatment had forced the Chicanos into the Movement, which he considers the most important happening in the history of the Mexican American. Because of the Movement, the Chicano has taken stock of his cultural heritage and found it beautiful. Because of the Movement, there is a Chicano cultural renaissance as witnessed by Chicano literature, poetry and art. Because of the Movement, the Chicano is developing pride in his cultural heritage, a positive self image, and defiance toward the oppressors.

His message throughout was that the Chicano has risen, the Chicano is on the move, and the Chicano will keep demanding the respect that is due him from the majority group. All of this shall be accomplished whether the Establishment likes it or not. There were strong notes of militancy and stronger notes of cultural separatism. His smoothness of tone and unexciting manner of delivery made the pungency of his remarks evaporate into hypnotic mild rhetoric. Knowing Corky and having witnessed his fiery style of delivery, I was surprised at the calmness of his delivery. I felt that the ambience of middle class euphoria overwhelmed him and a sense of futility overcame him.

Overall, I felt that Corky's presentation had gone over the heads of the audience. It was too philosophical for the practical minded librarian. It contained too many examples of discriminatory treatment leveled at the Chicano for middle-class American to want to understand. It was pungent with defiance, too threatening to the Establishment. In short, I felt that the intellectual and the emotional climate was not ready to receive a message from a strong Chicano leader where the Chicano's position was stated succinctly and unequivocally. If the purpose of the presentation was to orient the members of the ALA into the cultures of the Spanish-speaking in the United States, it failed in that Puerto Ricans and other Latin American groups were not included in the presentation. There was a message, however, reiterated through out the speech. The message was: the Chicano is on the move: the Chicano is in the midst of a cultural rennaissance and is not trusting neither the scientific nor literary treatises written about him by the majority group, therefore, he is writing about himself and for himself, and THE LIBRARIAN BETTER GET ON WITH LEARNING AND UNDERSTANDING THIS NEW LITERATURE!

Conclusions

Judging the proceedins relative to the attainment of the goals of the program, I have to draw the following conclusions:

Objective 1. To introduce librarians to the Spanish culture in the United States.

This was an unattainable goal. There are several Spanish-speaking cultures in the United States; for example, the Puerto Rican, the Cuban, and the Mexican American. The Mexican American culture, itself, can be subdivided into at least three subcultures; namely, the Californios, The Mexican American from Texas, and the "Spanish American" from New Mexico and Southern Colorado. Mr. Gonzales spoke only on one aspect of the overall Mexican American culture, the Chicano Movement, which itself is fast becoming a sub-culture on its own merits. He did an excellent job in presenting the Chicano Movement but all other Spanish-speaking cultures were left out and with good reason.

Objective 2. To acquaint the librarian with the library needs of the Spanish Americans...

(This objective is paired with objective 3.)

Objective 3. To suggest to the librarians general and specific ways in which these needs can be met in local libraries.

Objective 2 and 3 were dealt with jointly in the proceedings. The introductory remarks by Miss Victoria Wallace, the informal remarks by Mr. Haro, and the informative descriptions of the three resource persons all attempted to move towards these two objectives. I felt that these two objectives were fairly well met. However, I do not believe that in meeting these objectives was the audience aroused into any kind of action. I hope that the librarians will not bog themselves with the specifics of the cases presented but rather take cues from these examples and develop programs responsive to the needs of their particular situations.

Objective 4. To publish and distribute related materials.

This objective was very well met with the two pamphlets distributed at the meeting. My recommendation here would be that the compiling, annotating, and distributing information on materials for the Spanish-speaking be a continuing effort.

My overall evaluation of the Program --- VERY GOOD

NOT WORDS ALONE*
---William Ramirez---

The schools are the sacrificial tables of the minorities ... we refuse to be sacrificed any longer!

As Corky Gonzales[1] flung these sobering words at the librarians attending the program meeting of ASD's Subcommittee on Library Materials for the Spanish-speaking he, like other Chicano activists[2], was dropping libraries into the same bag with the schools, generally considered part of and committed to the Establishment and dedicated to the preservation of the status quo.

This impression was further reinforced when he later commented that libraries are among the first to resist the types of materials that present a view which is different from and sometimes opposed to that of the majority society in this country. It is generally agreed among Mexican-American writers and social scientists that the schools and, by extension, other established institutions including libraries, have historically served the Mexican-American population poorly, too often ignoring their needs altogether.[3]

However, Gonzales' castigation of the institutions of the majority was minimal and relatively mild. His remarks reveal him as a literate, sensitive and intelligent man who can appreciate the valuable possibilities of libraries. It is apparent that he fully realizes the central role which education plays in the advancement of the individual and of a people. That the contribution of librarians and libraries toward the Mexican-American's educational advancement has been, until now, more than marginal was not evidenced by anything Gonzales said or implied.

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*An Evaluation of the Adult Services Division, Subcommittee on Library Materials Program Meeting, "Library Service to the Spanish", presented at the American Library Association Annual Conference, Chicago, Ill., June 28, 1972.

1 Rodolfo "Corky" Gonzales, Chicano poet, boxing champion, political figure, and founder of the Crusade for Justice, has perhaps done more than any one person to unify La Raza.

2 "As an educational vehicle, libraries are almost non-functional in our Chicano communities... Libraries are generally viewed by our communities as extensions of the local schools, and since the schools are a negative and uncomfortable experience, the same feeling is transferred to the library." Ysidro Macias, "The Chicano Movement," *Wilson Library Bulletin* (March, 1970) p. 735.

3 For a clear, concise treatment of the educational problems of the Mexican-American, see: Philip D. Ortego, "The Education of Mexican-Americans", in *The Chicanos: Mexican-American Voices*. Ed. by Ed Ludwig and James Santibañez. Penguin Bks., Inc. 1971. Pp. 157-68.

The ramifications for libraries and librarians are obvious. If our institutions and programs are to serve successfully this large segment of the population, then librarians will need to take whatever forms of aggressive, affirmative action are necessary to resolve problems which stand in the way of providing Spanish-speaking persons with effective library and informational services.

Fortunately, Gonzales did not leave the audience without clues.

He pointed to the Mexican-American's need for cultural reinforcement.

- The impact of the Spanish-speaking writer on the world's literature has been considerable;
- The U.S. majority does not realize that many familiar words have Spanish roots;
- The Mexican-American's culture is ancient, distinguished and proud, having roots and connections in Europe, Africa and the Americas.

Yet, instead of respect and appreciation, the culture and the language have long been subjected to downgrading--even suppression--in many sections of the United States. Gonzales' unspoken request is for assistance of librarians in emphasizing the significance of the Mexican-American's culture and language. The ways in which this can be effected are limited only by the imagination of librarians.

Gonzales spoke of stereotypes and negative images which still persist--the lazy, sleeping Mexican; the moustached, swarthy, cowardly bandit. Mexican-Americans, like all other people, desire and need to be treated with respect, as equals. Instead they are ridiculed with stereotypes which undermine confidence in one's self, which serve to reinforce feelings of inferiority. The result? Frustration--Discouragement--Failure! Here is an implied challenge to librarians. Help Mexican-Americans to promote and achieve positive images to replace tired, old, destructive stereotypes. Work with the Chicano movement and with others in efforts to do this. There needs to be much more cooperation between librarians and

Mexican-American groups in the community. The Mexican-American population is the fastest-growing minority in the United States. Problems facing libraries in trying to relate to this group will not go away--they will only worsen if they are not better attended.

Gonzales asked librarians to encourage and support Mexican-American writers who are seeking to tell the story of their people. Traditional treatments of U.S. history only tend to perpetuate negative stereotypes. Too often overlooked are important facets involving the role of the minorities in this Country's history. Such historical treatments can be relied on no longer.

Resist buying any and all books merely because they have the word "Mexican" in the title. Support Chicano writers in their endeavors to reach the general population--purchase their works, publicize their existence and availability for the information and enlightenment of all library users.

Gonzales was not really telling his audience anything new. His message was that people have certain special needs, regardless of who they are. Librarians should learn as much as they can about the particular population they hope to serve, discover what their needs are, and work aggressively at the task of satisfying these needs.

But is this really different from the way librarians go about serving the rest of the population? The main difference seems to be that in the case of the majority society, librarians are more adequately cognizant of needs. This is probably so because, being generally of middle-class backgrounds, they share the same basic language and culture as the rest of the majority.

In the case of the Mexican-American the librarian does not as often know or understand the culture, the system of values, the problems, and aspirations of the people. Because it does not come easily, few work at it. This, of course, makes the possibility that the Mexican-American will receive equal treatment and service as the Anglo even more remote.

Although Gonzales did not apply his remarks to Spanish-speaking peoples

other than Mexican-Americans, the ramifications of his remarks are readily apparent. Just as Mexican-Americans have particular educational and informational needs, so too, do the other peoples of La Raza. Even though they may share the same language and much of the same heritage there are enough significant differences in the Spanish-speaking to require alternative approaches in trying to serve each group.

Corky Gonzales' epic poem, "I am Joaquin", a marvelous statement of the Chicano spirit, opened the program, setting the mood and the scene for the main speaker's presentation. It would have been more effective, however, to show it immediately prior to Gonzales' address. The hiatus between the film and the talk reduced the dramatic impact to an appreciable extent.

The narrative descriptions of projects serving Cubans in Miami, Florida; Puerto Ricans in South Bronx and Queens Borough, New York; and Mexican-Americans in Albuquerque, New Mexico, provided specific, concrete examples depicting successful programs intended to serve these several Spanish-speaking population groups. The panelists discussed staffing, services and materials, and the manner in which these elements are synthesized for service to their individual communities.

The objectives of the ASD program meeting were stated by the planners and organizers in fairly broad terms. None of the objectives could be fully realized in the two hours available for the meeting. Within the time alloted, however, a good deal of information was imparted to those attending.

It was hoped to introduce librarians to the Spanish culture in the United States; treatment of this topic was necessarily brief and superficial--there are just too many facets to cover in such a brief time. Some of Moderator Robert Haro's comments and a portion of Corky Gonzales' presentation merely touched on this.

Two related aims were to acquaint librarians with the library needs of the Spanish-speaking, and to suggest to librarians general and specific ways in which these needs can be met in local libraries. None of the participants really bore

down on these. Gonzales made a couple of suggestions--librarians and Chicanos should work more closely together, and librarians should support and encourage the efforts of Chicano writers. As discussed earlier, his presentation implied a number of areas of need where librarians could involve themselves constructively. The three panelists discussed the structure of programs and services provided by their projects; Frances Lujan pointed to some problem areas in her Albuquerque project, thereby inferring certain needs.

The last of the four objectives was to publish and distribute useful related materials - i.e., an annotated list of Spanish films;[4] an annotated list of suppliers of Spanish language materials;[5] and examples of types of brochures already printed by public libraries. These were indeed published and distributed to the audience. The two annotated lists will be useful selection and acquisition tools for many, and especially helpful to those just beginning to face the problems confronting those who seek materials in the Spanish language, often from suppliers abroad. It will be less useful to the fewer librarians who are managing or developing large, specialized collections, or whose clienteles have special requirements which cannot be satisfied by prepared lists such as these. The few examples of brochures were interesting but a wider assortment would have been even more informative and valuable.

In summary, the program meeting satisfied some of the stated objectives. It was an interesting and encouraging experience: Corky Gonzales expressed eloquently the spirit and aspirations of the Chicano movement; each of the panelists narrated programs which sounded quite constructive and effective in their own communities.

The program had its virtues, but it also had its shortcomings.

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4 ALA. Adult Services Division Subcommittee on Spanish materials. *Films for Spanish-speaking and Spanish Culture Groups.* [1972.]

5 ALA. Adult Services Division Subcommittee on Spanish Materials. *Suppliers of Spanish-language Materials.* [1972.]

In an endeavor to be both general and specific, it fell somewhere in-between. The result was a program which, although it treated of three of the Spanish-speaking subgroups (Cuban, Mexican-American, and Puerto Rican), devoted most of the meeting time to the Mexican-American. However, the temptation to focus on the Mexican-American and the Chicano when discussing the Spanish-speaking in the United States is hard to resist. Of the many Latino groups in this country, the Chicano's voice is heard more often, more loudly, more insistently--it cries out against obvious inequities and injustices in education and social conditions, aggravated by decades of neglect by the nation's dominant society.

But other Spanish-speaking peoples also have informational needs that require satisfaction.[6] This is not to say that less time should be devoted to the Mexican-American and his needs, rather that as much time as necessary should be dedicated to proper consideration of the library and information needs of the various Spanish-speaking segments of the population. This may mean that each program's attention should concentrate on one specific subgroup in order to identify specific problems and needs, as well as to maintain high levels of audience interest.

Many of those who attended the ASD meeting came in the hope that they might find solutions, or at least guidance for their own local situations. As it turned out, the program did not supply what these people sought. A survey program of the kind presented, as interesting as this particular one was, has little chance to accomplish this; it can merely impart information and stimulate general interest. This is fine; but many of the problems we are talking about require action--NOW!

In view of this need for action, it would have been a more valuable experience--far more productive of constructive results--had the program meeting

6 For information about Cubans, Puerto Ricans and other Spanish-speaking Americans, including Mexican-Americans, refer to several of the articles which appeared in *Wilson Library Bulletin*, Vol. 44 (March, 1970), a special issue on libraries and the Spanish-speaking.

been devoted to a broad problem area and followed by workshop-type meetings of smaller groups, perhaps later in the day, where individuals drawn together by mutual interest or involvement in specific aspects of the earlier presentation could pursue the discussion further. Each workshop could well have some definite group action as part of its objective.

For example: the program meeting might deal with the Chicano Press. Subsequently, smaller workshop groups would meet to discuss how and where to acquire Chicano publications; or minorities in history texts; or, library support of Chicano and other minority publishers. Or, there might be a program regarding service aspects of library work with the Spanish-speaking followed by separate discussions where experiences and ideas could be shared on working with Puerto Rican young adults; Cuban senior citizens, etc.

Although there is no guarantee that action will result from this kind of meeting, the constructive possibilities of such combined programs are more likely to satisfy the four objectives set for the ASD Subcommittee program meeting than can a general purpose meeting alone. This form of approach, or something similar to it, is recommended for consideration by the Subcommittee in planning future conference programs.

Involving experienced specialists and interested individuals in active, purposeful discussion followed by some form of concrete action can generate higher levels of interest. From this learning and sharing experience the participants will take something back home -- a process, an approach, an attitude -- that they may well use or adapt in their efforts to work more effectively with their Spanish-speaking communities.

Evaluation: Institute on Library Materials for Minority Groups, Queens College, New York, July 3-28, 1972

--Evelyn Geller

The need for wider and more honest representation of minority cultures in literature for youth has been recognized, and fought for, for close to half a century. That it still exists with such urgency in 1972 demands of any adequate educational program an analysis of the factors responsible for such stubborn perpetuation, as well as of the literature itself--factors that lie in the values, expectations, fears, and consciousness of both majority culture and minority groups, and in the social and economic mechanisms involved in the production and consumption of literature.

In the 1960's, a revolution in minority consciousness not only had its reflection in literature but served to challenge earlier critecia of literary adequacy. At the same time there appeared in education the sudden creation of a vast market for material on minorities which was often irresponsibly served by publishers and producers, breeding cynicism among members of minority groups; in research a controversy over the concept of poverty culture; black militance, which spread to other minority groups in the form of a proud ethnicity; a new sensitivity to subtle forms of racism in newly published materials and even juvenile classics; and with the emergence in the wake of token integration, of separatism and the erosion of trust among the races, the demand that minorities (even minorities alone) speak for themselves in literature, in nonfiction, in scholarly research.

This evaluation includes the above factors, among others, in its assessment of the Institute on Library Materials for Minority Groups. The bases for the evaluation are: discussions with the Director and Associate Director of the Institute, the visiting staff, lecturers, and authors; visits to the Institute on July 9, 13 and 20; examination of print and nonprint resources provided for

students, as well as the literature duplicated for them; discussions with students; observation of lectures, film showing and class discussion; and attendance at screenings of the films Sounder and When the Legends Die at a commercial preview theater.

A distinct asset of the Institute was its selection of librarians who represented the nonwhite minority groups in question: Black, Indian, Puerto Rican, Mexican, Oriental. In addition, they came from many regions of the U.S., from urban and rural settings, from small towns and large cities, and were able to compare in discussions the varying problems they brought from this diversity of experience.

The Director and Associate Director, representing a Black-White team, both had extensive experience in working with minority literature. As chairman of an American Library Association Committee concerned with the identical problems of the Institute, and as a member of the Council on Inter-Racial Books for Children, Mr. Cohen was aware of current issues and personalities and made his choices on the basis of broad familiarity. Dr. Franklin, as a Southern Black who had worked extensively in out-reach programs in the Brooklyn ghettoes before engaging in an academic career, has an intimate knowledge of the problems and of the reading and media habits of blacks of various regions, classes, and educational levels, both within and outside the context of library programs. He also provided the link between literature and program essential for the application of learning to concrete situations. Much of the success of the Institute can be attributed to Mrs. Binnie Tate, a brilliant children's librarian who conducted one week of the Institute with perception, humor and tact, seeing to it that all the central controversial issues were covered. The film showing, also conducted by a Black-White team, was a short program but consisted of

exceptionally well-selected films. Authors included a white writer, Milton Meltzer, who has had a long history of writing about minorities and other social issues, who had to defend his integrity; as well as writers of minority cultures. There could have been, in the selection of speakers, a better representation of the Black writer and his problems in a white publishing industry; scholars in the disciplines rather than confinement largely to librarians and publishers; media producers; more community workers; and young people themselves.

The format of the course was varied but generally informal, ranging from lectures and discussion to the splitting up into small task forces for specific assignments. There was an assiduous attempt to get student reactions and make adjustments to them. Daily and weekly feedback sheets were distributed, the results collated, duplicated and distributed again to the students. Despite the value of such precision, considering that such zeal was not always appreciated, a more informal procedure, limiting itself to weekly response sheets, might have sufficed. It must also be remembered that the solicitation of criticism stimulates criticism for its own sake.

The sites chosen for field trips were self-selected, each representing a library really unique in terms of program or collection. Informally, visits to ethnic areas showed the rich diversity of the city to participants from more homogeneous communities, a fringe benefit not to be dismissed lightly.

The library supporting the program was a good one, with easy access and lending privileges, which included adult as well as children's material, pamphlet literature and out of the way items from small publishers or organizations. The extreme skimpiness in some areas (Indian, Asian) may itself be indicative of gaps in the literature. It was surprising that the Newbery runner-up in 1971, Scott O'Dell's Ring Down the Moon, was not part of this initial collection, though it does appear on a final list.

Media (films, filmstrips, recordings) were represented to a limited degree in the library and were available for screenings. They were not extensive in number, and were not covered systematically in the Institute itself. Concern about this was expressed by several participants, especially in view of the immediate appeal of nonprint media to lower-class minority youth. My own concern is that there is less quality control over these materials, either through reviewing or knowledgeability, even though in general the products are inferior to print materials. Librarians should be alerted to this situation though it is understandable that space, funds, loan privileges and time may all have militated against greater breadth and depth of coverage.

The participants were amply supplied with a variety of background material--publishers' and producers' catalogs, lists, resolutions of various educational organizations on minority materials, guidelines of various review media which could be compared with each other, articles and bibliographies from many publications. They ranged beyond the known library magazines to cover bibliographic essays and critiques in other publications--a very useful service. For the library services component, Dr. Franklin's reading list was selective, brief and current; with only one exception dated 1965, most articles went no further back than 1968.

Special features of the Institute included the following: A preliminary one-day training program at the American Library Association's annual conference just prior to the Institute, devoted to library services to Spanish-speaking people and cosponsored by Queens College and the ALA Adult Services Division subcommittee on Spanish materials. The program, a laudable effort, may be noted with approval with the following provisos:

Though cited as an integral part of the summer Institute, its integral value to the Institute proper must rest largely on the number of Institute members who also attended the American Library Association conference in Chicago.

Although the thematic relevance is obvious (despite its dealing with adult materials, rather than literature for youth,) it was not more relevant, and may even have been less so, than a number of other activities taking place at the annual library conference, including of course, those of Mr. Cohen's Committee on the Treatment of Minorities in Library Materials itself.

A second unique feature: opportunity given to Institute participants to preview two commercial films prior to their Fall release--Sounder, based on the controversial Newbery winner, and When the Legends Die, based on the Hal Borland novel. Assignments were keyed in with the screenings, with special attention to comparison with the book in the case of Sounder, so that the issues relating to racial stereotyping, the expression of Black experience by a white author, then filmmaker, and the kind of accommodation made by a commercial film producer to salve the egos of a mass market, could all be discussed. The screenings could also serve to distinguish the approaches of the commercial film producer and of documentary, nontheatrical film treatment of the kind shown at a one-day screening.

The third, and perhaps most important feature was a symposium at which publishers could engage in dialogue with the conference participants. I am not normally enthusiastic about this kind of dialogue; repeated experience seems to indicate that it ends up with the publisher professing unimpeachable integrity within the context of the profit motive, exhorting librarians to exercise their critical policing--and hence market--function. However, reports on this symposium indicate that the interchange was not limited to this kind of genial buck-passing , and that it highligated the difficulties inherent in publishing for and about minorities. The fact that the conference participants themselves were discouraged about the possibility of change is itself a comment on the candor of the symposium and of the students' education in the mechanics and economics of publishing which cannot really be revolutionized through the issuance of guidelines.

The goals of the Institute were, to abbreviate them slightly, to heighten the sensitivity of librarians in identifying and evaluating materials for minorities, as well as literacy gaps; and to formulate guidelines for evaluation that would serve them professionally as well as publishers But, as decades of evaluation have shown, criteria can be meaningless--e.g., "Is it authentic, accurate and up to date? Free from bias, prejudice and misleading emphasis?"--if those who apply them do not have the background to judge authenticity or accuracy, are biased, or do not know what constitutes bias. Thus, to lend substance and depth to the development of criteria, the group was split into task forces, each devoted to a particular minority. Some of the participants felt deprived of the scope that a more comprehensive view would have given; in my opinion, this would have detracted from the purpose of the Institute, which was to develop sensitivity, expertise in the literature and techniques of analysis. A criterion of success could be whether the participants, after the Institute, had the initiative to pursue other areas on their own.

Features of the Institute already noted further served to heighten such sensitivity. The constant reference to the publishing context emphasized the awareness that literary works do not emerge full blown and that criteria do not operate in a vacuum. During the first week, a Mexican-American librarian antagonized members of the class by what they termed her defensiveness; only gradually did they become aware of her chagrin at their ignorance, their indifference to such lack of knowledgeability, their frequent requests for repetition. Despite friction, this was a more instructive encounter than a bland lecture.

Similarly, during the second week, a white author defended himself ably against charges of capitalizing on a popular theme, but did face the problem of deferring to publishers' demands for priority themes. Here the chagrin of minorities at being fads of educational and publishing forces ("This is the year of the Indian") became apparent. Discussions of the Sambo and Souvier controversy again raised issues of racism and censorship.

There seemed to be a tendency for some participants to want to be spoonfed, although the Institute was conducted for students with graduate degrees and several years of experience. Although a reading list for background preparation had been provided in advance of the Institute, some came unprepared. During class discussions, dissatisfaction was sometimes expressed with the choice of speakers, but on analysis it seemed that these students wanted a little course in comtemporary civilization which an acquaintance with current lay literature would have provided them. Perhaps at the beginning of a similar institute, a short description of the background demanded would at least head off such complaints.

There was also some fear of the demanded development of guidelines and bibliographies. They were admirably handled by Mrs. Tate who pointed out that while guidelines set no hard and fast rules, they provide the bases for justifying evaluations on general principles rather than the subjective "I like it."

To summarize: the strong points of the Institute were its staff, a diversified student body and a structure geared to the problem of minority literature in 1972; reliance on socioeconomic as well as literary factors, challenging and provocative speakers; and an emphasis on in-depth knowledge.

Improvements could have been made by:

1. Comparing juvenile with adult book output.
2. Inviting youth to discuss books.
3. Including more discussion of individual differences in readers' guidance.
4. Including some focus on problem-oriented literature.
5. Including more community people to discuss the reading and media tastes of minority groups outside library channels.
6. Expanding beyond the librarian-publishing dialogue to discuss materials in educational programs, such as the street academy, debate on the poverty culture, its reflection in and implication for materials.
7. Greater coverage of media.

Finally, the hoped-for publication, if carefully edited, should be a useful contribution. The content of the course did not duplicate the general literature of library periodicals and explored certain aspects in depth.

EVALUATION OF THE INSTITUTE ON LIBRARY MATERIALS FOR MINORITY GROUPS QUEENS COLLEGE

July 20-21, 1972

Jessie Carney Smith

The Institute on Library Materials for Minority Groups, which was held at Queens College July 3 through July 28, 1972, clearly reflects a national interest which increasingly is focused on this segment of the American population. Examples of this national interest may be seen in activities to recruit minority groups for educational programs, in employment practices designed to bring minority groups into the various professions, in the creation and dissemination of literature on minorities, and in other projects. That an institute would be held which would aim toward contributing to the improvement of library services to children and young adults with minority-group orientation, and which would analyze the creation, selection and utilization of such materials, is appropriate as well as logical.

This evaluation is based on analysis of the program and its activities, the faculty, background of the participants, and the materials used. Data for the evaluation were gathered through reading written documents prepared for the institute, through conferences with the participants, the Director and the Associate Director, and through examination of lectures, film showings, and field trips held during the evaluator's visit to the Institute on July 20-21, 1972.

It is apparent that the participants received adequate materials for pre-institute preparation, as program notes, reading lists, and course descriptions were sent to them. Even as this opportunity for pre-institute preparation was provided, some of the participants failed to prepare themselves for the program.

As a portion of the preliminary activities, Queens College and the sub-committee on Spanish Materials, Adult Services Division, ALA, held a one-day training program at the ALA Conference in Chicago June 28, 1972. The program was concerned with library service to the Spanish-speaking people in the United States. While this evaluative report makes no attempt to examine this preliminary activity, it must be cited as a unique feature which, according to reports, was well received by those who were in attendance. Clearly, this activity permitted a significant number of persons who did not attend the institute to concentrate on one aspect of the interests of the main program.

The devotion of the first day of the Institute to orientation allowed for full introduction to the program which followed. Reactions of the participants to orientation activities varied, and most of them are still confused over the policies and activities of the Bureau of Libraries and Educational Technology, U. S. Office of Education. Perhaps this confusion should be cleared even though the Institute has come to a close.

The arrangement of the program showed careful and deliberate planning which permitted participant exposure to a variety of topics related to the theme of the Institute as well as to a group of staff persons competent in these areas. Examination of topics selected for development showed that discussions were given to Black, Indian, Mexican, Asian and Puerto Rican Americans. Approaches to the improvement of library services to minorities, as practiced in public libraries, libraries in schools and colleges, and in community programs were examined. These discussions served to tie in the literature of minorities to library programs which were for them. While the Institute focused on library services to children and young adults with minority-group orientation, the examination of approaches to the problem in academic libraries should give the participant fuller appreciation of the requirements for service in this area, and a broader knowledge of the role that various libraries and agencies must play.

The discussion of different topics each day, as opposed to the continuation of topics from one day to another, doubtless eliminated boredom in the formal classroom--a condition which frequently occurs when the same topic is discussed for long periods of time. The danger in this approach, however, is that it might lead to inadequate exploration of certain topics which require in-depth discussion. In final evaluation of the program, the staff should give attention to this point and attempt to reflect the effect of this approach on the participants.

One of the significant aspects of the program was the grouping of the participants into five task forces: Blacks, Asian Americans, Puerto Ricans, Mexican Americans, and American Indians. Each task force was responsible for in-depth study of the literature and problems of the particular minority group with which it was concerned. The participants were critical of this arrangement and expressed concern over the lack of provision which they had for studying the literature and problems of the other minority groups. Many felt that they needed full and equal exposure to each minority group.

When one considers the plethora of literature available on minorities as well as the multitude of problems that need to be explored in this area, it is immediately doubtful that any one approach to meeting the needs of the participants could be considered ideal. It might have been possible to rotate membership in the task forces so that at the end of the program each participant could have had greater opportunity to study the five minority groups, rather than concentrate on one. The approach that was followed must be carefully measured. Perhaps the full impact of this arrangement will be felt only after the participants return to their positions and attempt to put in perspective the knowledge gained from the program. If, however, full interchange of ideas is permitted, as scheduled, among the various task forces, and if the work of the various groups is fully coordinated, perhaps the program will be more meaningful than the participants now realize.

Another significant aspect of the program was the provision of field trips to several libraries in the vicinity whose activities were relevant to the focus of the Institute. This evaluator visited the Institute during the time that these trips were taken, and participated in those scheduled on Friday, July 21. The field trips provided rich and valuable experiences for the participants, and introduced to them a wealth of information. Comments from the participants themselves support this conclusion.

To a great extent, the success of a training program lies within the nature and strength of resources available to the participants and staff. Materials which were collected for the Institute were housed in a separate library and were easily accessible to participants. The collection included all forms of media--books, periodicals, films, filmstrips, recordings, pictures, book lists, etc.--which related directly to the theme of the program. Careful examination of the items themselves showed that they were carefully selected, and that they represented the works of a sizeable number of authors. They were also geared to various grade levels, including the adult level. When the proceedings of the Institute are published, it would be wise to include a list of these items in the report.

It is apparent that limited use of media was made during the daily lectures, although each task force examined all forms of media as they met their assignments. This evaluator attended the film showing which was held all day Thursday, July 20 and

found this to be a particularly rewarding session. The films, like the resources of the library, directly related to each minority group. Each film which was presented was discussed by the staff and the participants, and evaluated. Doubtless, feedback sheets from the participants will indicate that the films were meaningful to them. It is unfortunate that greater use of media was not made during the daily sessions, particularly when one considers that a significant amount of information on minorities is available in various forms. The use of media is also an effective means of presenting subject matter.

In conducting an institute on library materials for minority groups, it is wise to include among the participants representative numbers of the various minority groups themselves. Those who are not members of such groups should also be selected. The staff of this Institute was both fortunate and wise in having among its participants representation from each of the minority groups with which the Institue was concerned. It is significant to note that persons of various religious orientations were also in attendance. Clearly, the selection of persons of varied backgrounds, that is, religious, educational, geographical, and ethnic, provided an opportunity for the participants to become more familiar with persons of different cultures. It also provided an opportunity for persons of these different cultures to evaluate those materials which aimed to present a picture of the life of their people.

The Institute was served by a staff of competent persons which included a resource leader for each week and visiting lecturers for the daily sessions. Obviously, the participants were more receptive to some of the lecturers than to others;however, it is clear that efforts were made to present experts on each minority. Of particular significance was the selection of librarians, educators, authors, editors, publishers and community people who lectured to the Institute at various times.

The Institute was designed to permit daily evaluation of the program and activities through feedback sheets which each participant was required to complete. Further evaluation was permitted from persons not connected with the program. Analysis of the feedback sheets provided a wealth of information, and should be helpful to the staff in evaluating the full program. While the participants were critical of this activity it must be considered worthwhile in providing the staff with information which they need. Participants should be allowed to make overall evaluation of the Institute during the end of the session, and perhaps follow up this evaluation within a few months after they return to their positions. Perhaps at that time the impact of the Institute can be felt, and evaluation will become more realistic.

In summarizing the major strengths of the Institute, it must be stressed that the notable features were the focus of the Institute, the design of the program, the selection of

lecturers and participants with different cultural and ethnic backgrounds, the resources gathered, and the sites selected for field trips. Major weaknesses of the Institute were the limited use of media during lectures and the limited opportunity which participants had to become exposed to the study of several minority groups and their literature, rather than to one particular minority group.

Finally, the Institute must be considered successful, timely, and relevant to a major current emphasis of the nation. The proceedings of the Institute, which hopefully will include well-developed guidelines and criteria for creating, selecting and using materials for minorities, should become an important instrument for creating broader understanding in a pluralistic society.

QUEENS COLLEGE
of THE CITY UNIVERSITY OF NEW YORK
FLUSHING · NEW YORK 11367

Contact: Thomas G. Ford
445-7088
Esther Surovell
445-7500, ext. 694

2/22/72

#3654

FOR IMMEDIATE RELEASE

A federally-funded institute for public and school librarians will take place at Queens College of the City University of New York this summer, July 3-28, 1972, focusing on the treatment of minorities in print and non-print media. Deadline for applications is April 1, 1972.

According to Dr. Morris A. Gelfand, Chairman, Library Science Department at the college, the institute will deal with the creation, selection and utilization of library materials for minority groups, particularly Black, Indian, Mexican, Oriental, and Puerto Rican Americans.

The institute is designed to contribute to the improvement of library service to children and young adults with minority group orientation. It will attempt to identify materials which do present a more positive view of minority groups and will invite authors, editors and publishers to discuss criteria and goals for the production of better materials in this field.

MORE

Queens College #3654
(Library Science Institute)

Applications should be addressed to Dr. Hardy Franklin, Queens College Library Science Department, Flushing, New York 11367. Those librarians who themselves come from minority groups and who have had some experience in library service to the disadvantaged are urged to apply. While no course credit will be given, those completing the program will receive a certificate. All students will be paid stipends of $75 per week plus a dependency allowance.

The goal of the institute will be the improvement in the ability of librarians, publishers, writers, editors, and teachers to meet more effectively the recognized crucially important information needs of the disadvantaged minorities. The leaders of the institute include David Cohen, Director, and Dr. Hardy Franklin, Associate Director.

As a special preliminary activity, Queens College Library Science Department will sponsor, in cooperation with the sub-committee on Spanish Materials, Adult Services Division, A.L.A., at the forthcoming A.L.A. conference in Chicago on June 28, 1972, a one-day training program dealing with library service to the Spanish-speaking. It is expected that the main presentation will be made by a prominent Mexican-American leader. Responsibility for the design and execution of the program will be in the hands of Miss Victoria Wallace, Director, Northport (Long Island) Public Library and Chairman of the sub-committee mentioned above.

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PUBLISHERS WEEKLY

MARCH 13, 1972

CALENDAR

APRIL 1

Deadline for applications for Queens College (N.Y.) library seminar, July 3-28. Seminar will focus on treatment of minorities in print and nonprint media and will deal with the creation, selection and utilization of library materials for minority groups. Librarians who themselves come from minority groups and who have had some experience in library service to the disadvantaged are urged to apply. Publishers, writers and editors will be invited to participate. No course credit is given, but those who complete the program will receive a certificate. Federally funded. Students will be paid $75 per week plus a dependency allowance. Applications should be addressed to: Dr. Hardy Franklin, Queens College Library Science Dept., Flushing, N.Y. 11367.

SLJ/APRIL 1972 7

MINORITY IMAGES: TOPIC OF QUEENS INSTITUTE

The treatment of minorities in print and nonprint media will be the focus of a federally-funded institute for public and school librarians to be held at Queens College of the City University of New York from July 3 to 28. The institute will deal with the creation, selection, and utilization of library materials for minority groups, particularly black, Indian, Mexican, Oriental, and Puerto Rican.

Authors, editors, and publishers will discuss criteria and goals for the production of better materials in this field, as the goal of the institute is to improve the ability of librarians, publishers, writers, editors, and teachers to meet more effectively the crucially important information needs of the disadvantaged minorities. As a preliminary activity, the Queens College Library Science Department will sponsor, in cooperation with the sub-committee on Spanish Materials, Adult Services Division, ALA, a one-day training program dealing with library service to the Spanish-speaking at the ALA Chicago Conference (June 28).

While no course credit will be given, those completing the program will receive a certificate. Applications are now being accepted and should be addressed to Dr. Hardy Franklin, Queens College Library Science Department, Flushing, N.Y. 11367. All students will be paid stipends of $75 per week plus a dependency allowance.

FACULTY/STAFF NEWSLETTER

Queens College of the City University of New York

VOLUME XIV, NUMBER 23 MARCH 13, 1972

MINORITIES IN MEDIA

The College will host a federally-funded institute for public and school librarians July 3 through 28. The focus will be on the treatment of minorities in print and non-print media. According to Dr. Morris Gelfand, Chairman of the Library Science Department, the institute will deal with the creation, selection, and utilization of library materials for minority groups.

The institute will aim at improving library service to children and young adults with minority orientation. It also will attempt to identify materials which present a more positive view of minority groups and will invite authors, editors, and publishers to discuss the production of better material in the field.

The deadline for applications is April 15, 1972. Applications should be addressed to Dr. Hardy Franklin, Library Science Department, Community Facility, Room 223.

Mr. David Cohen, Adjunct Associate Professor of Library Science, and Dr. Hardy Franklin, Assistant Professor of Library Science, are Director and Associate Director, respectively, of the institute. The program is funded by a $66,521 grant from the U. S. Department of Health, Education and Welfare.

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